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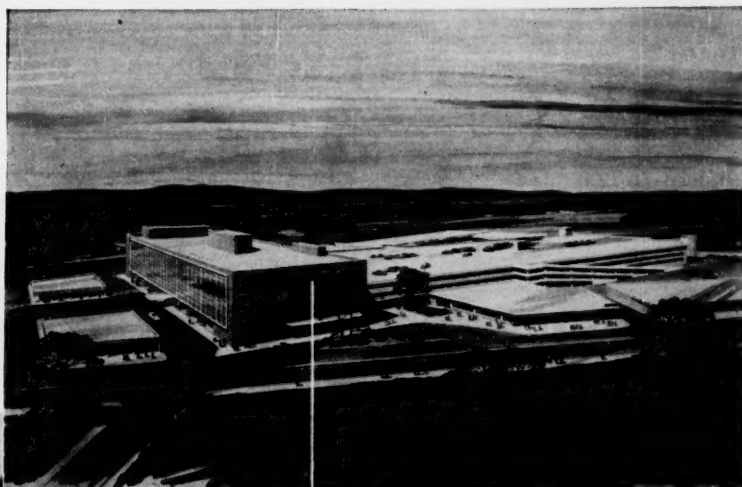
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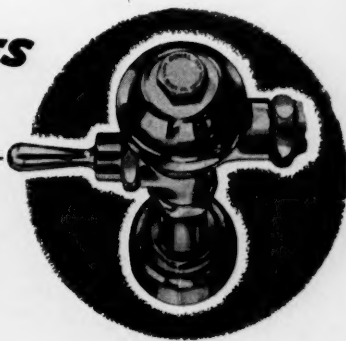
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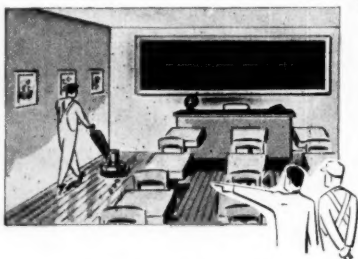
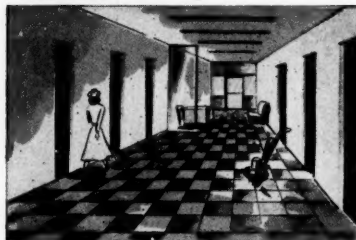
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The Nation's Schools

THE MAGAZINE OF BETTER SCHOOL ADMINISTRATION

FEBRUARY 1952

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AMONG THE AUTHORS



Will C. Crawford

Looking at his organizations—Rotary, Masons, chamber of commerce—you would think that Dr. WILL C. CRAWFORD of San Diego was just the typical school leader. But he's several steps above and beyond typical, it would seem, for see what has happened in his school system (p. 35). He jumped the gun on the critics before the school system had critics. Dr. Crawford started being a little different by being born in Mexico. He took a degree each at Pomona, Columbia and Southern California in that order and headed up the community chautauqua in White Plains, N.Y., during the long hiatus between his Columbia A.M. and his Southern California Ed.D. Next Mr. Crawford turned up in Singapore as principal of the Anglo-Chinese High School. From Singapore he sailed to Hawaii and spent two years as assistant manager of a railway company before he became deputy superintendent and later superintendent of public instruction for the whole territory. He returned to the States in 1934 and has remained true to San Diego and Southern California ever since. How true, the article tells.



John W. Zorella

Those who believe 18 year olds are not well enough informed to vote are in for a surprise from JOHN W. ZORELLA, supervising principal of the public schools of Manville, N.J. At his schools the junior high students go through a whole election campaign—primary and general—with platforms, parades, stumping and mounting excitement. Mr. Zorella isn't arguing for a greatly lowered registration age but he is producing interested very young citizens. If other school administrators were equally civic minded they might be introducing study units similar to the one described on page 46, for Mr. Zorella is chairman of the municipal planning board, a member of the county planning board and has been chairman of Civil Defense, Red Cross, boy scouts and the like.

If you're impressed by the formula for estimating the taxpaying ability of local school units in connection with the distribution of state funds—and we think you will be—you'll be impressed by the background of the men who authored the formula and the article describing it on page 49, namely, R. L. JOHNS and HERBERT A. MEYER. Dr. Johns, as you probably know, is a specialist and consultant in school finance. For the last five years



R. L. Johns

he has been head of the department of school administration of the University of Florida. Preceding this post, in chronological order, he was classroom teacher, city superintendent of schools, eight years professor of school administration at Alabama Polytechnic Institute, and 10 years director of administration and finance for the Alabama state department. Dr. Meyer, an Iowan by birth and total education, is associate professor of mathematics at Florida. He belongs to three national mathematical societies and is an A.A.A.S. fellow.



Herbert A. Meyer

Salt Lake City's school building program is costing \$16,000,000 and two of the schools that already have been built are a result of wide participation in the planning. One of these schools, much more economical than older schools, and extremely functional is Rosslyn Heights Elementary School described on page 56. M. LYNN BENNION, superintendent of Salt Lake schools, who tells the story of the development of educational specifications, is a prominent citizen, a Rotarian, a member of the advisory council of the chamber of commerce, a member of the Bonneville Knife and Fork Club, a former officer of the Salt Lake Council for Civic Unity, and a member of the Utah Council for UNESCO. Dr. Bennion was formerly a teacher and supervisor in the Latter Day Saints Seminars. He has done summer session teaching at Brigham Young, Utah and Southern California universities. . . . The architect who translated the educational specifications into the Rosslyn Heights school structure is LORENZO S. YOUNG of Young and Ehlers, architects practicing in Salt Lake City and elsewhere in the state.

Comforting words are spoken by HENRY F. DAUM on page 86, where he compares wages and fringe benefits in public schools with those of industry. Dr. Daum has been secretary-business manager of the school district of Abington Township, Pennsylvania, since 1949. Previously he spent two years at Teachers College, Columbia,

as student and research assistant. He fought the war (W.W. II) and held administrative posts with O.P.A. and the Office of Civilian Defense and later (1945-47) was chief of the guidance center for the Veterans Administration in New York City. Apparently schools have some inducements industry can't offer, in the Daum theory.



Henry F. Daum

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Roving Reporter

**Parents of Kindergarteners Learn of Program Through Participating . . . Puppet Show
Helps Fourth and Fifth Graders in History and Geography . . . Milwaukee Children
Set Up Chick Hatchery . . . Homeroom Group Teas Improve Parent-Teacher Relationships**

WHEN PARENTS of kindergarteners at School No. 13 in Wilmington, Del., visited their children's classroom recently, the only activity that was taboo for the adults was climbing on the ladders.

The 39 mothers and fathers spent more than an hour participating in activities with their children. Fathers



sat at an easel or on the floor while trying their hands at painting, while mothers struggled with lumps of clay. Other parents tried to put together puzzles their children had worked on that day. Some played in the sand pile and some tried their hands at the carpenter bench.

Marjorie Wintrup, the kindergarten teacher, thinks that many parents realized for the first time that night that kindergarten activities, which may appear to be simply play, are actually experiences that lead to growth and self-expression. Miss Wintrup also prepared for the parents material that explains the school's kindergarten program.

A PUPPET SHOW helped fourth and fifth graders at Olympia, Wash., learn what other countries are like.

The youngsters wanted to show their parents what they were doing in school; their teacher, Azella Taylor, formerly a professional puppeteer, suggested a puppet show. The children were enthusiastic and decided the play should be about the history and geography they had been studying.

At a class meeting the children were divided into pairs, each pair repre-

senting a foreign country. The youngsters decided that the play would concern two American children who visit various countries and learn about them from their inhabitants.

To get the necessary information for the play, the children read textbooks, story books, encyclopedias and newspapers, looked at pictures and school films, and talked with parents and others who had lived in or visited foreign countries. The teacher tried to guide the children into thinking in terms of how people are alike, rather than of how they are different.

The youngsters put their information into play form, read it to the class, received criticisms, and rewrote it. They drew crayon sketches of the puppets, trying to design authentic costumes. The puppets were made of stripped papier-maché, an easy and cheap medium. The faces were painted with oil paints mixed by the children. Mothers helped make the puppets' costumes.

The shop teacher and his pupils became interested in the project and built a stage for the show. Each pair of children painted its own backdrop on brown wrapping paper after the class had discussed the climate, vegetation and geography of the various countries.

The boys and girls wrote to their parents inviting them to attend. Programs were decorated with crayon scenes from foreign lands. More than 90 parents attended the play.

CITY-BRED third and fourth graders at the Lee School in Milwaukee had read many stories about chickens, but most of them had never seen a live chicken until a generous farmer lent them a setting hen.

A miniature hatchery was set up in the classroom for the hen, which the children named Spotty. The youngsters watched the nervous hen, saw her turn

the eggs, heard her clucking when the chicks hatched, and observed the chicks creeping under their mother to sleep. Spotty taught the chicks to drink, to find food, to scratch, and to use their wings.

The children, of course, became much more interested in stories about chickens during the four weeks Spotty spent in their classroom. They talked about her and the chicks and wrote stories about them. Also they wrote a letter to the farmer, thanking him for lending Spotty to them. Many of their arithmetic problems and questions in science concerned the chickens.

And it wasn't only the third and fourth graders who became interested. Many older children came to the classroom to see Spotty and to ask questions about hatching chicks.

TEACHERS AND PARENTS at Crete, Ill., are being given an opportunity to become better acquainted with each other and better informed about each others' problems.

The Crete P.T.A. organizations, through their room mother committees, are sponsoring teas for each homeroom group in the schools. Parents of all students in the homeroom are invited. They spend about an hour with the homeroom teacher and other faculty members, discussing school policies, class activities, and problems of the particular homeroom group.



The NATION'S SCHOOLS



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ONE OF A SERIES — REPRINTS FOR MOUNTING OR FRAMING ON REQUEST

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For printing gave the people the power to think for themselves. Knowledge and its authority ceased to be the proud possession of a privileged few.

Shown here is a page from the First Book of Maccabees, appearing in the Gutenberg Bible—the first book printed from movable type. It took six presses four years—1451-1454—to print about 180 copies in ten sections.

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Questions and Answers

Playground Supervision

What constitutes adequate playground "duty" or supervision?

Adequate playground "duty" depends upon a number of factors and would vary in different schools. There are a number of general principles, however, that would apply anywhere.

The school playgrounds should be supervised at all times during the school day when children are at play. This means during recess, noon hour, and at any other time when organized play is in progress. The primary purpose of playground supervision is accident prevention; however, the situation offers opportunity for other educational outcomes. The playground is a place where inhibitions diminish and words and action come from the heart. It is a natural situation, and the alert teacher may detect behavior that presents opportunity for guidance.

The number of teachers needed to supervise a playground adequately will depend upon the size and location of the playground as well as the number of children using it. One teacher may be sufficient for a small area. If the area is large and is on two or more sides of the building, two or three teachers may be necessary. Adequate supervision should provide for a teacher in a position at all times to observe all of the pupil activity.—RAY O. DUNCAN, state director, health, physical education and safety, Illinois Department of Public Instruction.

Remedial Reading Teachers

How prevalent is the use of remedial reading teachers? Are there any colleges preparing such teachers?

Provision for remedial instruction in reading is widespread in both elementary and high schools. Most elementary schools that have been questioned and the vast majority of the high schools of the country provide remedial or corrective training in reading. Such training is given, as a rule, by the regular classroom teacher or an adjustment teacher in an elementary school and by English or social studies teachers or high school librarian.

Special remedial teachers are provided in many school systems at both the elementary and the secondary lev-

els. At the elementary level a remedial teacher often serves two or more schools; at the secondary level a remedial teacher is more frequently than not associated with the English department. A recent survey by the Committee on Diagnostic Reading Tests, Inc., showed that most of the teachers in one-half of the high schools reporting "need the help of a specialist to handle, satisfactorily, the reading problems which arise in the regular classroom instruction. A third of the schools have budgets sufficient to hire such specialists, if they could find them. Two-thirds state they need them, but their budgets would not allow them to be hired if they could find them."

Approximately 40 colleges and higher institutions that prepare teachers offer specific courses in reading for remedial teachers. Those who are planning to do remedial work as a part of their regular classroom duties take a limited amount of special work in this field. Those who are preparing to serve as special remedial teachers take a definite sequence of courses designed to develop a high level of competence in both diagnosis and remediation.—WILLIAM S. GRAY, director of reading research, University of Chicago.

School Public Relations

How might we best use our radio station for school public relations? It has only a small coverage.

Your local radio station has extensive uses in the public relations program of your school system. Here are a few suggestions:

1. News. Prepare lists of newscast times (and closing times for them) for the offices of superintendent and principal and possibly the offices of other key news sources, such as the student newspaper and debate and dramatics coaches. If possible, designate either an alert, qualified student or an interested staff member to relay news by mail, messenger or telephone to the radio news room daily or at appropriate intervals. Encourage the radio station to use one newscast for a calendar of coming events of reasonably wide interest. Stress also names and fresh events, but don't fail to con-

sider bright little features. And don't overlook P.T.A. happenings, community activities using school facilities, night school happenings, and adult education movements.

2. Sports. Feeding of news of interscholastic and, occasionally, intramural athletics to the station's sportscasts should be systematized, perhaps again the designation of an interested student or staff member to organize and relay this information. This could even be put on a paid basis, with demonstrable increase in gate receipts partly resulting from daily advance buildups.

3. Remotes. Direct broadcasts from the gymnasium, athletic field, and auditorium could be encouraged with long-time advantage to both the school system and the radio station. Sports events are natural, where adequate facilities are available, but in part (and with restraint) so, too, are some concerts, commencements, baccalaureate services, talks, round tables, and other events. Among the aids to be extended in advance to the station are exact time schedules (well adhered to) and full information as to what phases of the event would likely make good broadcast material and why. The station, however, must be left as the sole judge of what to take and how. Recording of many events is more satisfactory than direct, piped remotes.

4. Studio Broadcasts. Up to reasonable limits, the policy of the school system should be to encourage the taking of (desired) talent to the station's studios. There could be broadcasts from the studio by music groups (and soloists), advance presentations of "slices" of plays (where copyrights are not being infringed), studio talks and round tables by school people, other amateur talent school events, a "Meet Your Teacher" interview series, brief and interesting book reviews with a local slant and tying in the library, occasional P.T.A. features, and radio programs specially prepared to aid bond, consolidation, or other school campaigns.

5. Studio Visitations. Visits by classes and clubs should be encouraged, even as visits by the radio station staff to the school and occasional honoring of station cooperators is to be encouraged to make the relationship of the school and station friendly and two-way.—MAYNARD HICKS, director, College News Bureau, Washington State College, Pullman, Wash., and co-founder, Radio Station KBKH.

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MORDECAI W. JOHNSON..... *Howard University*
ARNOLD E. JOYAL..... *Fresno State College*
H. M. KALLEN..... *New School for Social Research*
HARRY D. KITSON..... *Columbia University*
JAMES D. MACCONNELL..... *Stanford University*
F. DEAN MCCLUSKY..... *University of California*
CHESTER F. MILLER..... *Saginaw Public Schools*
F. J. MOFFITT..... *New York State Department*
EDWIN F. NELSON..... *Hartford Public Schools*
K. E. OBERHOLTZER..... *Denver Public Schools*
PAUL A. REHMUS..... *Portland Public Schools*
W. C. REUSSER..... *University of Wyoming*
GEORGE I. SANCHEZ..... *University of Texas*
R. E. SCOTT..... *Hennepin County Schools*
E. R. SIFERT..... *Maywood Public Schools*
W. B. SPALDING..... *University of Illinois*
W. W. THEISEN..... *Milwaukee Public Schools*
EDMUND H. THORNE..... *West Hartford Schools*
C. C. TRILLINGHAM..... *Los Angeles County Schools*
JULIUS E. WARREN..... *University City Public Schools*
W. T. WHITE..... *Dallas Public Schools*

READER OPINION

Greatest Need for 1952

Too late for our January feature, the following replies from The NATION'S SCHOOLS' consultant staff are still timely and significant.

PUBLIC AWARENESS

In my opinion, the greatest need in the year ahead, at least in the West, is for an increased public awareness of the staggering need for more school facilities. Despite the fact that the children are now attending the lower elementary grades and in spite of constant advice and warnings by professional leaders, school boards and the public generally do not fully recognize the imminence of the problem or its implications for school support.

Here in California we have not yet caught up with the lag resulting from World War II. Many schools are on double session; many districts have bonded themselves to the limit. Too little is being done to meet the problem squarely.

Just ahead of us lies a great wave of young people who must be educated through the upper elementary and secondary school grades and through college. The numbers are pretty well known. The problem is as sure to arrive as is tomorrow. How are we going to house the students, employ the teachers, and pay the bills generally is the great challenge.

Somehow or other, professional leaders must convince the public that it is folly to delay taking steps to meet this problem. The financial structure for school support, particularly for the construction of school plants, often is inadequate. Assessments must be raised, and the tax structure must be strengthened. At least in this rapidly growing state, and probably in the West generally, there is trouble ahead unless the public is awakened to the situation.—ARNOLD E. JOYAL, *president, Fresno State College, Fresno, Calif.*

BETTER UNDERSTANDING

In my opinion, the greatest challenge in 1952 for public schools lies in the area of knowing and understanding the purposes and achievements of the schools. That there are some misunderstandings is evident. There is a need for clear statements from both professional and

(Continued on page 76)

Get More Production with Garland

THE RESTAURANT RANGE

THAT GIVES YOU...

FRONT-FIRED **SPECTRO-HEAT** HOT TOP SECTIONS



MODEL NO. 83-2
with two Spectro-Heat
Hot Top Sections.



ALL GARLAND UNITS ARE AVAILABLE IN STAINLESS STEEL
and equipped for use with Manufactured, Natural or L.P. Gases

Yes, Garland does a greater variety of cooking jobs, easier, faster, more economically! What's more, Garland lets you choose the combination of hot top, griddle top and open grate sections you need to further increase cooking capacity according to your individual requirements! And remember, Garland gives you famous, front-fired Spectro-Heat Top Sections—for heat of graduated intensity—for greater flexibility—for more cooking jobs on the same top at the same time! Certainly it's worth your while—before buying—to see the one range that leads all others! Garland: at your Food Service Equipment Dealer's!

GARLAND Leads by 47%

In a Survey of the Restaurants Recommended by
DUNCAN HINES

Restaurants recommended by this famous food authority were asked: "What commercial ranges do you use?"

1. Garland was named 47% more times than the next nearest make.
2. Garland had 58% more ranges in use than the next nearest make.



WHY GARLAND BUILT IS BETTER BUILT!

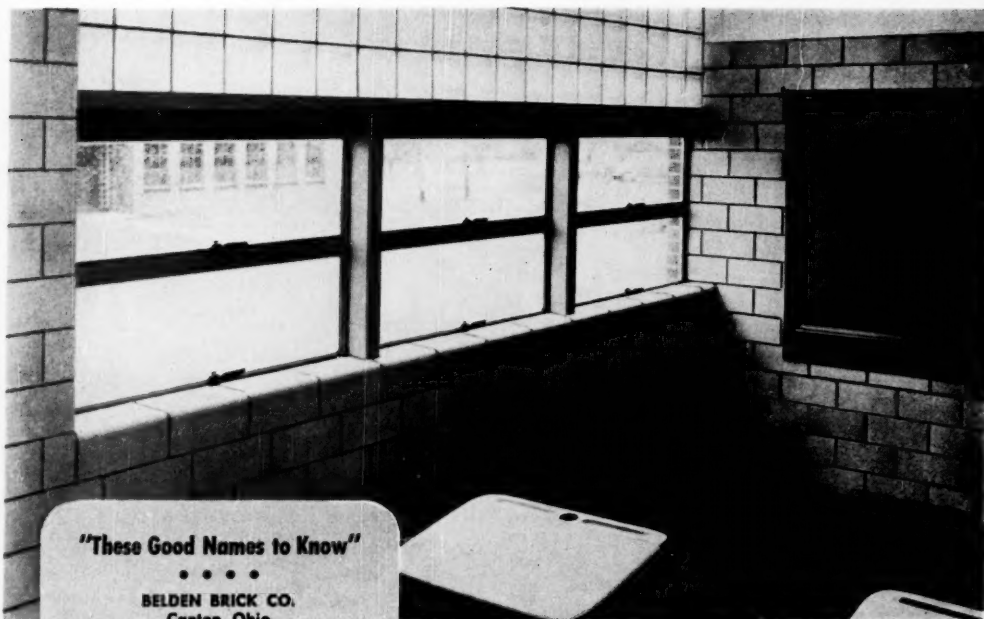
REASON NO. 1 All-welded steel body on a heavy angle iron frame insures permanent rigidity (oven doors stay snug-fitting) through years of hard and constant use.

DM
PRODUCTS

Heavy Duty Ranges • Restaurant Ranges • Broiler Roasters • Deep Fat Fryers • Broiler-Griddles • Roasting Ovens • Griddles • Counter Griddles • Dinette Ranges

DETROIT-MICHIGAN STOVE CO., DETROIT 31, MICHIGAN

IS THE STEEL SHORTAGE



"These Good Names to Know"

• • • •

BELDEN BRICK CO.
Canton, Ohio

CHARLESTON CLAY PRODUCTS CO.
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THE CLAYCRAFT CO.
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HANLEY CO.
New York 17, New York

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MAPLETON CLAY PRODUCTS CO.
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METROPOLITAN BRICK, INC.
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NATIONAL FIREPROOFING CORP.
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ROBINSON BRICK & TILE CO.
Denver 9, Colorado

STARK CERAMICS, INC.
Canton 1, Ohio

WEST VIRGINIA BRICK CO.
Charleston 24, West Virginia

Facing Tile Saves Steel!

Load-bearing Facing Tile walls save structural steel.

Reinforced tile lintels save additional steel.

Masonry design saves metal lath and steel channels.

Facing Tile Goes Up Fast!

It is a modular-sized, large construction unit.

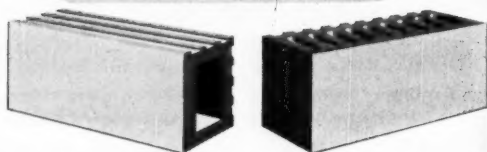
It saves costly cutting and fitting of material.

It builds the wall and attractive finish at one time.

FACING TILE INSTITUTE

1520 18th Street, N.W., Washington 6, D. C.

1949 Grand Central Terminal, New York 17, N. Y.



DELAYING YOUR NEW SCHOOL?

Here's one way to get it built...**NOW**

USE STRUCTURAL FACING TILE

**YOUR WISEST
CHOICE FOR
SCHOOL INTERIORS**

Facing Tile Is Available!

Increased production makes Facing Tile available for schools.

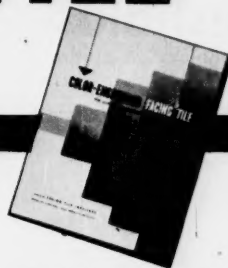
Orders placed now will receive prompt scheduling and delivery as needed.

Discuss Facing Tile with your architect or contractor. He knows the advantages of building with Facing Tile, glazed or unglazed. He can tell you how this quality product will stretch your building or maintenance dollar...help you have a finer school. If you prefer, contact any Institute Member or write us direct, Dept. NS-2.

LOOK FOR THIS SEAL

It is your assurance of
highest quality Facing Tile

This seal is used only by members of the
Facing Tile Institute...Good Names to Know



GET YOUR FREE COPY OF THIS BOOKLET ON SELECTING INTERIOR COLORS

"The Scientific Approach to Color Specification" was developed by noted color authority, Faber Birren. It describes how Facing Tile has been "color-engineered," tells you what are the right colors for school interiors to

- increase efficiency
- aid lighting
- save eyesight
- improve morale
- cut costs
- help scholarship

For your free copy write any Institute Member or Dept. NS-2, Facing Tile Institute, 1520 18th Street, N.W., Washington 6, D. C.



a new quality-tested RIXSON product



RIXSOWOOD thresholds

Highest wearing qualities under normal threshold usage

Rixsowood has been given every abuse that a threshold normally receives. It remains dimensionally stable when soaked in water. Withstands frictional wear equivalent to years of heavy traffic. The high-lustre finish is not affected by grease, soaps, or dirt.

Now Rixson brings you a threshold in a warm, natural wood color . . . with a smooth, lustrous finish that doesn't show dirt and cannot be dulled by water, grease, alkalines or hard wear.

It's RIXSOWOOD . . . a phenolic impregnated, compressed wood laminate that can be washed and polished to look like new even after the grinding of years of heavy traffic.

RIXSOWOOD's soft color blends beautifully with both masonry and wood floors. Architects will prefer it to metal thresholds in many installations.

Like all Rixson thresholds RIXSOWOOD thresholds are CUSTOM MADE . . . to assure a perfect fit and to effect a neat, trim, entrance appearance.

Write for complete details on RIXSOWOOD thresholds.

THE OSCAR C.



COMPANY

4450 W. Carroll Avenue • Chicago 24, Illinois

\$600 POPCORN PROFITS FROM 2 BASKETBALL TOURNAMENTS



● These big profits were made by the Union High School, Mt. Vernon, Wash., from a Manley popcorn machine. Many other schools also are making money from popcorn programs with Manley machines. The Manleys turn out the profits and the schools use the money to buy services and equipment they can't afford on their regular budgets: athletic equipment, organ or phonograph, handcraft supplies, gym equipment, cyclone fence, etc. ... Be like Union High. Put in a popcorn program. You can get the facts by filling in this coupon. Information supplied absolutely free, without obligation. It costs you nothing to find out how profitable a popcorn program can be to your school.

**YOUR SCHOOL CAN BUY THESE
WITH A *Manley* POPCORN MACHINE**

FOLLOW THE *Manley* SYSTEM

Don't stop with a Manley machine. Use Manley supplies to get the most out of your Manley machine: HiPop popcorn, guaranteed to pop ... Manley seasoning, for that rich, tantalizing taste ... Manley quick-dissolving salt ... Manley bags and boxes for eye appeal. For extra profits, you can't beat Manley's complete package.



Manley, Inc.

SALES AND SERVICE OFFICES IN 27 CITIES
SEE YOUR TELEPHONE DIRECTORY



INSTRUMENTS—Band instruments can be bought with popcorn profits.



UNIFORMS—Pep up your teams with new uniforms. Popcorn profits make purchase easy.

MANLEY, INC., Dept. NS-252
1920 Wyandotte St., Kansas City 8, Mo.

Without obligation, I would like more information on popcorn profits. Please send me your book, "How to Make Big Profits from Popcorn".

Name

School

Address

City..... State.....

He can have



HERMAN NELSON LEADERSHIP—the result of constant research—Developments from Herman Nelson are the result of exhaustive testing carried on in field laboratory projects using the most modern electronic equipment and progressive methods. Research, not conjecture, evolved DRAFTISTOP—the practical solution to control of drafts and efficient heating and ventilating in the modern classroom.



**GERMICIDAL LAMPS
NOW AVAILABLE IN DRAFT|STOP.**

Another Herman Nelson engineering first! General Electric Germicidal Lamps are now available as an accessory in DRAFTISTOP units. Ultraviolet rays disinfect the air passing through the unit, provide air as pure as if the unit were always pumping more than twice the usual volume of outdoor air into the room.

spring climate *all year round*

Pick out the month you consider ideal for work and study in your section of the country. It's April or May most likely. This same ideal climate is now being brought indoors to schoolrooms year 'round by the Herman Nelson DRAFTISTOP system.

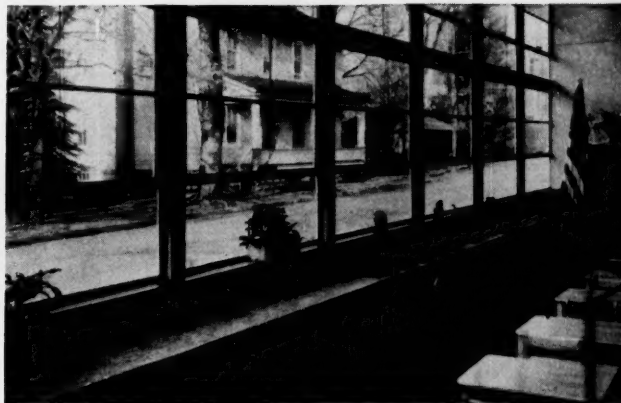
DRAFTISTOP provides an entirely different and superior answer to the heating and ventilation needs of the modern schoolroom. It overcomes the problem of drafts created by large window areas by intercepting the cold air from the windows before it spills into the room. The captured cold air is either drawn into the unit and heated or expelled from the building.

DRAFTISTOP is completely automatic. It introduces outside air only as needed to satisfy *true* ventilation requirements of the room. It tempers the outside air before circulating it; it re-circulates a portion of the room air so there is no necessity of heating a constant flow of outside air.

DRAFTISTOP also provides *cooling action* when needed by drawing in enough outside air to reduce temperatures to proper levels.

By providing the proper heating, cooling and ventilation *without* drafts Herman Nelson DRAFTISTOP creates the perfect indoor climate for work and study. It should be part of your plans for a new school building or a modernization program. For further information write Dept. NS-2, Herman Nelson Division, American Air Filter Company, Inc., Moline, Illinois.

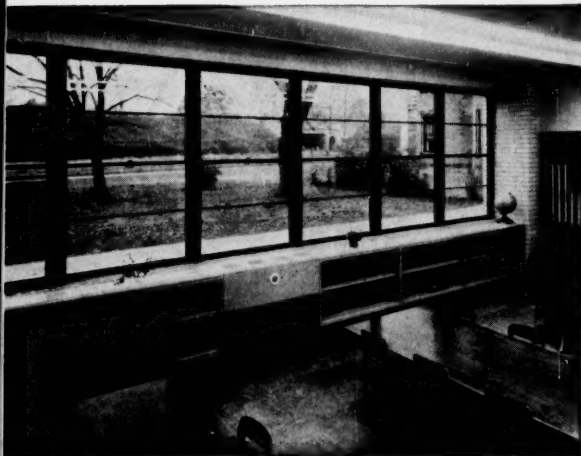
Columbus Boys Academy. Columbus, Ohio. Headmaster, Sumner F. Dennett; Architect, Dan A. Carmichael, Jr.; Consulting Engineer, Robert S. Curl. Newest addition to one of the Midwest's oldest and best known boys' schools is fully equipped with DRAFTISTOP.



South Ward Elementary School. Lewisburg, Pennsylvania. Supervising Principal, Robert E. Beckman; Architect, Malcolm A. Clinger. There is spring climate inside this school year 'round because it's equipped with DRAFTISTOP Unit Ventilators.



John Laidlaw School. Western Springs, Illinois. Superintendent of Schools, James V. Moon; Architects, Berger, Kelley and Samuelson; Consulting Engineer, Beling Engineering Consultants. Modern equipment for this most modern school includes famous DRAFTISTOP Unit Ventilation equipment.



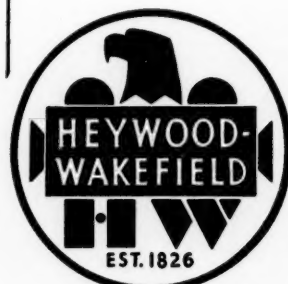
DRAFT STOP HERMAN NELSON
SYSTEM OF CLASSROOM
VENTILATION



AT THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS MEETINGS—

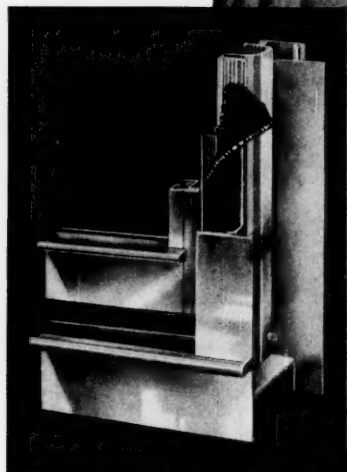
You'll find a cordial welcome and a display of well-designed classroom and auditorium furniture that will be well worth seeing. Be sure to visit the Heywood-Wakefield exhibits at

ST. LOUIS.....FEBRUARY 23 THROUGH 27
LOS ANGELES....MARCH 8 THROUGH 12 • BOSTON.....APRIL 5 THROUGH 9



School Furniture Division
GARDNER, MASS., and
MENOMINEE, MICHIGAN

The NATION'S SCHOOLS



Adlake

aluminum windows give
positive protection
against wind and weather!

**Every ADLAKE Window
gives these "PLUS" features:**

Woven-Pile Weather Stripping and
Exclusive Patented Serrated Guides

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Minimum Air Infiltration

•
Finger-tip Control

•
No Painting or Maintenance

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No Warp, Rot, Rattle,
Stick or Swell

LET US SHOW YOU how ADLAKE Windows will save money, while guaranteeing trouble-free service! Representatives in principal cities.

You can depend on complete weather-tightness when you specify ADLAKE Aluminum Windows—for every ADLAKE Window combines sturdy woven-pile weather stripping with exclusive patented serrated guides, to form a perfect baffle against infiltration of wind, water and cold!

There's no "maybe" about it! ADLAKE Windows are subjected to air and water tests *even more rugged* than those given at Pittsburgh Testing Laboratory! Yes, ADLAKE Aluminum Windows not only meet A.W.M.A. Quality Specifications, but actually go beyond them!

And ADLAKE Windows keep their weather seal, beauty, and finger-tip operation for the life of the building! What's more, they require no maintenance other than routine washing—actually pay for themselves through the saving in maintenance costs!



THE
Adams & Westlake
COMPANY

New York • ELKHART, INDIANA • Chicago



The entrance of the Hamilton School — with its beautiful panels of Birch Weldwood Plywood.

Built-in book case cabinets and magazine rack arrangements along one entire wall in each class room ... and open book shelves along one or two walls ... are made of unselected Birch Weldwood Plywood in the beautiful new Hamilton School, Mt. Vernon, N. Y. Architects: Warren S. Holmes and Emilio DiRienzo. Inst.: Sanford Woodworking.



Add Beauty... Utility... Economy

For Today...and the Years Ahead with WELDWOOD® PLYWOOD

Look what beautiful and beautifully functional Weldwood Plywood does for the Hamilton School, Mt. Vernon, N. Y.

Weldwood Plywood gives an entire building...or a single room...a character that no other kind of material can duplicate. Gives it a beauty that never goes out of style...a quiet dignity that is reflected in the very actions of pupils...lifetime wearing qualities.

You can panel your entrance, corridors, classrooms and auditorium in beautiful Weldwood hardwoods at surprisingly low cost.

And once installed, Weldwood walls or built-in

units require virtually no maintenance...no redecorating. Weldwood Plywood is guaranteed for the life of the building in which it is installed.

Weldwood Plywood saves time and money in new construction because it is quickly applied directly to the studding.

In redecorating, the large panels go up fast and easily, right over existing walls...even over cracked, unsightly plaster.

So if you are planning to build or modernize be sure to talk to your architect about the advantages and economies of using beautiful Weldwood Plywood.



WELDWOOD Plywood

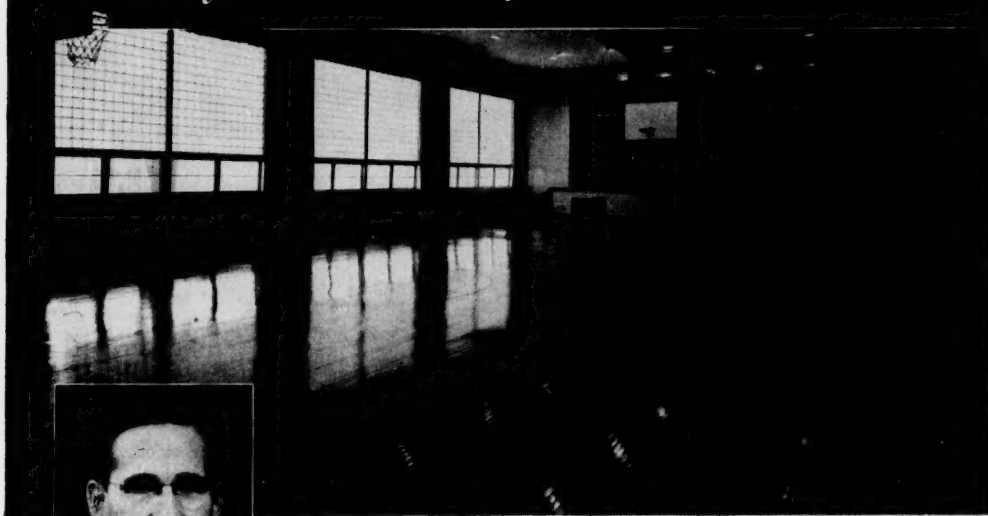
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UNITED STATES PLYWOOD CORPORATION New York 18, N. Y.

and **U. S.-MENGEL PLYWOODS, INC.,** Louisville 1, Ky.

Branches in Principal Cities • Distributing Units in Chief Trading Areas • Dealers Everywhere

"All of our school gym floors (Michigan City) and many classrooms are finished with Seal-O-San"



BODINE STUDIO PHOTOS



M. L. Knapp, Superintendent
of Public Schools,
Michigan City, Indiana

**"We specified SEAL-O-SAN
in the new Central School"**

SAYS *M. L. Knapp* Superintendent

Seal-O-San has solved the problem of wood floor protection and maintenance for the Michigan City, Indiana, school system. Mr. M. L. Knapp, superintendent, states, "We have been using the products of Huntington Laboratories for a number of years. In fact, we use Seal-O-San on all of our gym floors and many of our classroom floors. We have found that it lengthens the life of the wood floors as well as reduces application and maintenance costs."

Many school men across the land are looking for a way to hold down rising maintenance costs. Seal-

O-San is the perfect answer for wood floors because 1. It assures longer floor life; 2. It reduces application costs; 3. It cuts down daily maintenance; 4. It eliminates unnecessary and costly scrubbing; 5. It lengthens the time between refinishing; 6. Floors resist hard-to-remove spots and mars.

On top of this, Seal-O-San assures you of the best playing surface for gym floors. It's slip-proof and glareless. That's why school men like Mr. Knapp specify Seal-O-San for all wood floors. Let us demonstrate its money-saving qualities to you.

THE NEW CENTRAL SCHOOL
USES SEAL-O-SAN ON ALL
WOOD FLOORS



WRITE TODAY
FOR FREE
BOOKLET



**Huntington
Laboratories INC.**

HUNTINGTON, IND. TORONTO, CANADA

☐ TELL US MORE ABOUT SEAL-O-SAN

NAME

ADDRESS

CITY

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Thousands of schools throughout the Nation are equipped with **AUSTRAL WINDOWS**

Popular for over 40 years, the Austral window today is your best buy. Because the frames and sash are of wood construction with operating hardware weighing less than 7 lbs. for the average school window;—your requirements of critical materials are minimum.*

OUTSTANDING ADVANTAGES

VENTILATION—The Austral Window affords an ideal system of ventilation without drafts.

LIGHTING—Light is controlled by arrangement of shades on sash without obstructing free circulation of air. An ideal awning effect at no added expense.

ECONOMY—No expensive or complicated equipment. Minimum maintenance costs. Both sash reversible for cleaning or glazing.

Equipping your school with Austral Windows means *giving your teachers and pupils the benefit of advantages so well demonstrated over more than 40 years. Write for literature and details.*

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101 Park Avenue, New York 17, N. Y.

WINDOWS • SCHOOL WARDROBES • MULTI-USE BLACKBOARD FIXTURES



On All Kinds of Flooring . . . WHIZ CHECK-SLIP Gives Low-Cost Anti-Slip Protection . . . *PLUS BEAUTY!*



ASPHALT TILE



HARDWOOD



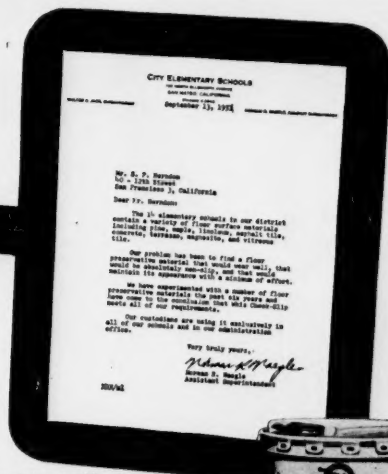
PAINTED CONCRETE



VITREOUS TILE

WHEN you have a variety of flooring materials to maintain, you've got a problem . . . especially when you want anti-slip protection, too. The letter shown below testifies that WHIZ CHECK-SLIP is the solution.

CHECK-SLIP was developed to give dependable anti-slip qualities, and to give the other important features that you expect from a first-class floor finish . . . long wear, high lustre and easy *low-cost* maintenance. You'll get those qualities—and more, in CHECK-SLIP! Ask your supplier about WHIZ CHECK-SLIP!



The above letter testifies to CHECK-SLIP's satisfactory performance on a variety of floors—under the hardest kind of wear in a school building.

—CONTAINS NO WAX!—

You can get WHIZ CHECK-SLIP in convenient sizes—1, 5, 30 and 55-gal. containers.



INDUSTRIAL-AVIATION DIVISION
R. M. Hollingshead Corporation
Leader in Maintenance Chemicals
Camden 2, N. J.
Canadian Offices: Toronto
Warehouses: Chicago, Dallas, San Francisco



BRING HIS FULL TALENTS TO LIGHT

— with Guth *precision-planned* Lighting!

Lighting and learning go together. You'll marvel at the improvement in standards of classroom progress under Guth *precision-planned* Lighting. 30 to 50 evenly-distributed footcandles... plus a properly-coordinated color scheme... will make both your rooms and your pupils much brighter!

May we help you make sure your new lighting system will be precision-planned for maximum benefits at minimum cost? Write for our special bulletin on School Lighting today.

Guth

LIGHTING

THE EDWIN F. GUTH COMPANY / ST. LOUIS 3, MISSOURI

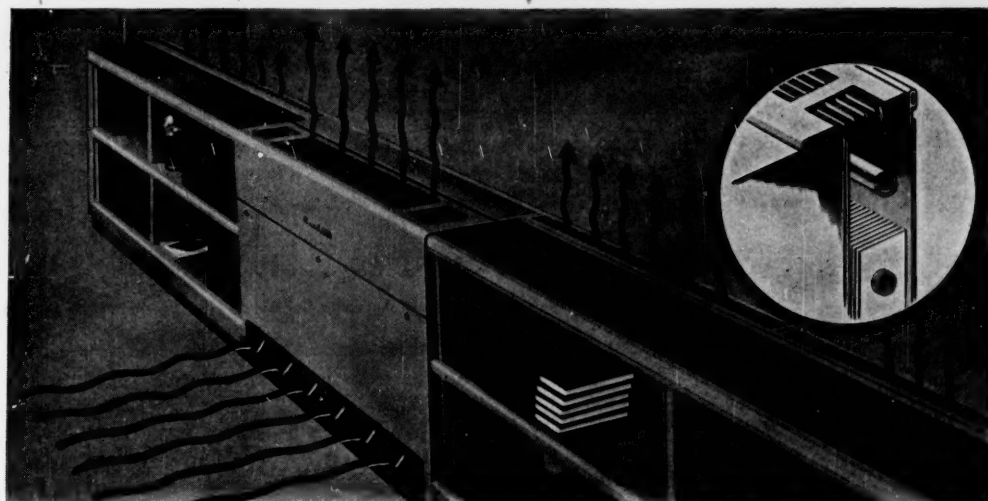
Leaders in Lighting Since 1902

You'll turn "walls of ice" into "blankets of heat" with NESBITT WIND•O•LINE SYNCRETIZERS



↑ There is something in this picture that will be genuinely pleasing to you. It is the attractive Nesbitt heating and ventilating unit shown along the outside wall. This Nesbitt Wind•O•Line syncretizer provides a blanket of heat the length of window areas—insuring that all students are pleasantly comfortable, regardless of outside temperatures.

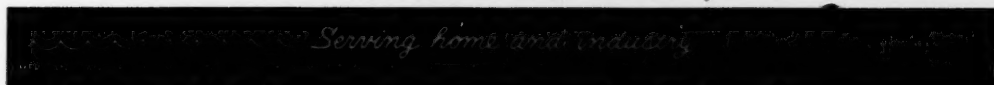
↓ Below is the Nesbitt Wind•O•Line "package"—unit ventilator, with finned-tube radiation extending to either side, and matching storage cabinets. Enlarged section shows construction details of finned-tube radiation. For complete data on this and other school ventilating equipment, consult your nearest American Blower Branch Office.



YOUR BEST BUY **AMERICAN BLOWER** HEATING AND VENTILATING EQUIPMENT

AMERICAN BLOWER CORPORATION, Detroit 32, Michigan • CANADIAN SIROCCO COMPANY, LTD., Windsor, Ontario

Division of **AMERICAN RADIATOR & Standard Sanitary CORPORATION**





POWERS

Right: Joint session of the Congress in the recently remodeled House of Representatives—listening to "State of the Union" address by the President.

In the historic House and Senate Chambers as well as the administrative offices in the Capitol, heating and air conditioning systems are regulated by a Powers system of pneumatic control.



Only a few of the many types of Powers Control used in the Capitol are shown here.
Left: Powers Two-pan Recording Controller.



World's Largest and Most Comfortable Legislative Hall is Regulated by—

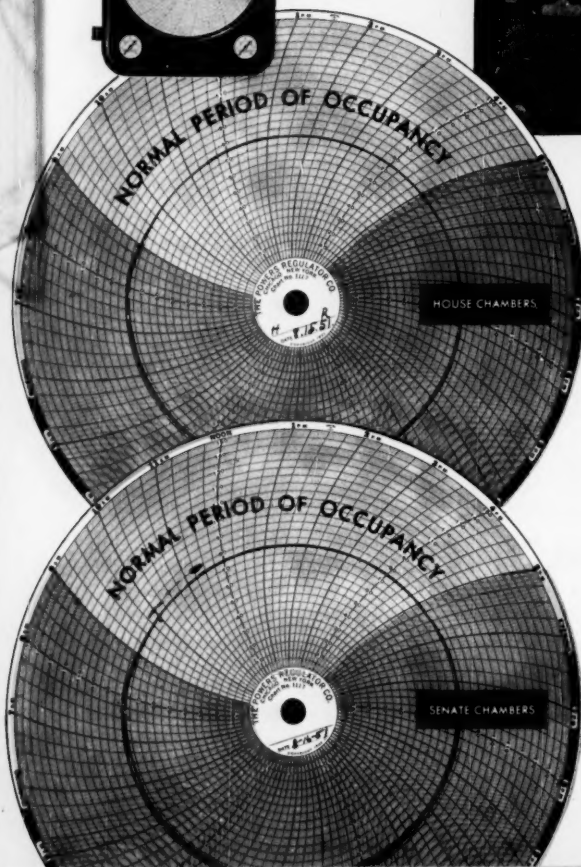
POWERS AIR CONDITIONING CONTROL

◀ Note Accurate Control in House and Senate Chambers

Outdoor temperatures, during the period covered by the temperature charts varied between 75 and 95° F., yet indoor temperature was maintained constant from 9 A. M. to 5 P. M. One temperature sensitive bulb is located near the speaker's rostrum, another is in the gallery. Note separate lines during the off period of control and how the two lines merge into one when Chambers were occupied.

THE POWERS REGULATOR CO.

3400 OAKTON ST., SKOKIE, ILLINOIS • Offices in Over 50 Cities
Chicago 13, Ill., 2819 N. Ashland Ave. • New York 17, N. Y., 231 E. 46th Street
Los Angeles 5, Cal., 1808 West 8th Street • Toronto, Ontario, 195 Spadina Ave.
Mexico, D. F., Apertado 63 Bis. • Honolulu 3, H. I., P. O. 2755—450 Piikoi at Kane
Over 60 Years of Automatic Temperature and Humidity Control





Other Washington Buildings using **POWERS** Control

Department of Agriculture and Post Office Department Bldgs.,
Department of Interior and Old House of Representatives Office
Bldgs., Social Security R.R. Retirement Bldg., Apex Bldg., Lafayette
Bldg., U.S. Navy Hydrographic Bldg., Washington National Airport.

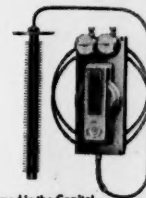
Experience gained by Powers in supplying dependable temperature and humidity regulation for these buildings may be helpful to you. When your problems involve precise control for heating or air conditioning, contact Powers nearest office . . . in over 50 cities.



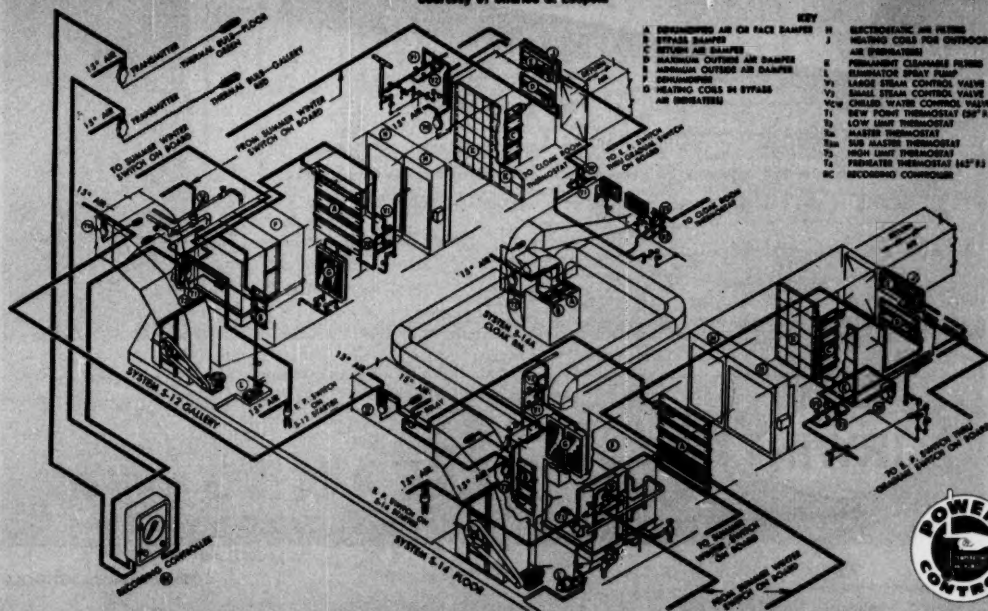
Powers Remote Bulb
Thermostats for Dew
Point, Low and High
Limit, Preheater, Master
and Sub-Master Control
—only a few of the many controls used in the Capitol.



Powers Room
Type Thermostat



AIR CONDITIONING APPARATUS DIAGRAM FOR OPERATION AND MAINTENANCE OF SYSTEMS IN THE HOUSE AND SENATE CHAMBERS Courtesy of Charles S. Leopold



(675)

THE Latch String WILL BE OUT FOR YOU

at **BOOTHS J-36 and J-38**
The IRWIN SEATING EXHIBIT
at the **A.A.S.A. CONVENTION**
KIEL AUDITORIUM
ST. LOUIS

... and a visit here will do much to familiarize you with the best buys in seating equipment for every classroom and auditorium requirement. **IMPORTANT NEW ADDITIONS TO THE LINE WILL BE SHOWN FOR THE FIRST TIME.**

Our seating specialists will be happy to make your acquaintance and to discuss with you any individual problems relating to school or auditorium seating. If you can not attend, write for catalog containing complete information.

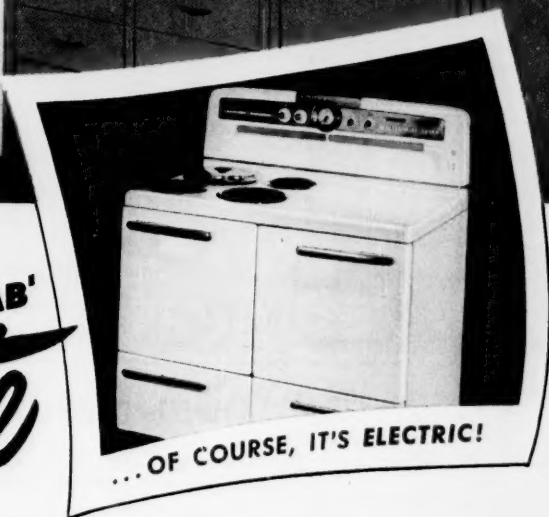


IRWIN SEATING Company

GRAND RAPIDS, MICHIGAN



**MAKES THE
HOME ECONOMICS 'LAB'**
complete



...OF COURSE, IT'S ELECTRIC!

The school without modern, automatic *Electric Ranges* in its laboratory lacks something vitally necessary for practical instruction. Today's educational trend is toward the *practical*—to teach students skills which they can use in their everyday lives. To accomplish that, the school must have the kind of equipment they have in their homes—the kind they will want when they have homes of their own.

Many thousands of kitchens have been modernized to include *Electric Ranges*—and of the four and one-half million new homes built since 1946, a large proportion have been *Electric Range* equipped. Therefore, more students than ever before want to learn *Electric Range* cooking.

Check with your local electric light and power company or electric appliance dealer about installing *Electric Ranges* in your school "lab"—or about replacing those you now have with modern, automatic models.

ELECTRIC RANGE SECTION
National Electrical Manufacturers Association
155 East 44th Street, New York 17, N. Y.

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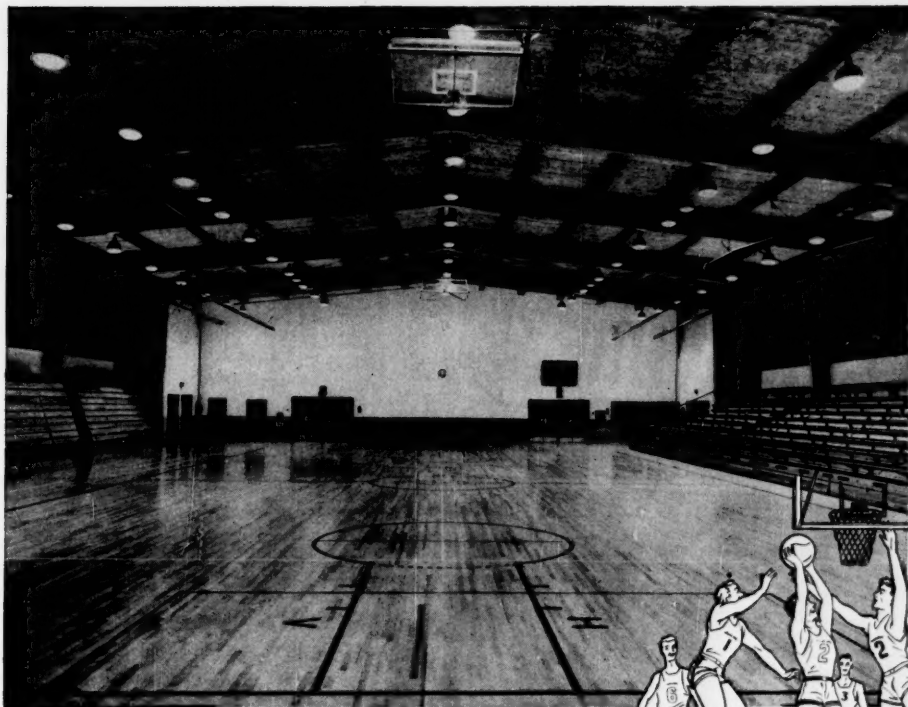
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Looking Forward

Teaching Is Getting Tougher

TEACHING is getting tougher, said a spokesman for the Chicago Teachers Union, appearing before the Citizens School Committee to ask for "substantial" raises in salary.

"Boys and girls want to be entertained in the classroom today," said the A.F.L. union vice president. "Now accustomed to radio and TV shows, they want laughs. Ask any teacher if she finds the eagerness to learn among older children that there was 10 or possibly 20 years ago. Science demonstrations that used to fascinate them now bore them. There is very little home discipline today. The result is that teaching is a tougher job than ever."

It may well be that teaching is becoming more difficult in some of the old school buildings of larger cities. But if teaching is getting tougher, so are some of the teacher organizations. We think the public would be much more impressed with the repeated demand for substantial salary raises if teachers as special interest groups showed more real concern for the child and his educational environment. What wonderful news it would be if, as organized pressure groups, they made front-page news with strong demands for new or rehabilitated school plants, for more instructional materials, or for reduced teacher-pupil ratio in the classroom.

Conditions that make teaching tougher, especially in the blighted sections of the large cities, aren't going to be changed much by increases in teachers' salaries—much as higher salaries may be deserved in comparison with other professions and occupations. Teaching is tougher because of overloaded classrooms. It's tougher because dismal old buildings need better lighting, improved heating and ventilating, and more cheerful decoration.

For some of the older members of the teaching profession, teaching only seems tougher because they are reluctant to change their methods and attitudes to keep pace with changing times. Radio, television, movies and a different kind of home life for many children are realities, and no amount of moaning will bring back the "good(?) old days" of 10 or 20 years ago.

Good teaching may seem tougher today because it requires more initiative and more original thinking. Why shouldn't children be disgusted with regimented routines which were imposed upon children a generation ago? Today's youngsters are awake, even if some of their teachers are half asleep.

And it really isn't necessary that teaching be more difficult. Teaching can be a lot more satisfying and a lot more

fun. The spokesman for the A.F.L. union maintained that suburban school communities in some instances are paying better salaries than Chicago. He should have pointed out, too, that these communities are building and equipping new modern schools. Their children are happy in a well lighted, cheerful school environment, in an atmosphere of physical comfort with lots of room for activity. Teaching under such circumstances should be a lot more satisfying than it was years ago.

Yes, we'll grant that teaching is tougher in those situations where the teacher has been reluctant or unable to change attitudes and methods, in those places where the classroom is dismal and uncomfortable, and in a classroom crowded to the window casings. But we think teachers are more likely to get substantial raises if the taxpaying public could see more evidence that organized teacher groups are teaming up with school administration to improve the conditions under which education takes place.

P.E. Gets Kicked Around

"PROGRESSIVE EDUCATION," as Willard Goslin told Lewis H. Haney during their appearance on Town Meeting of the Air, "is a very much kicked-around phrase in this country at the present time."

The verbatim report of that exchange of opinions between the former superintendent of Pasadena and the N.Y.U. economics professor, who also is a columnist for Hearst newspapers, is well worth reading. ("The Crisis in American Education," published by The Town Hall, Inc., New York 18, N.Y.; single copy 15 cents.) A sample of its essence are the definitions of progressive education given by both participants.

A man in the audience had asked Mr. Goslin to "bring some light to a phrase now beclouded by confusion." In substance, Goslin replied: A progressive school is one where citizens, teachers and parents sit down to talk through and think out the problems of their community and their children, then try to set up a school system that will teach children in the light of those problems. It is one "where teachers and parents try to come to an understanding as to how much each child can learn in relation to the important areas of subject matter and skill that we have found in American life and help him to learn it in the light of the best knowledge that we have about child growth and development. A progressive school recognizes that what happens to a child in school is going to have something to do with his physical stamina and his

emotional stability, and it tries to develop the school so that it contributes to this child's total citizenship development.

Moderator George V. Denny Jr. then observed that Dr. Haney ought to have a right to give his definition of progressive education. Said the Hearst columnist:

"There is connected with it [progressive education] the idea of a collectivist philosophy essentially and necessarily connected with the education that comes down through Karl Marx, to John Dewey, Kilpatrick and the others, which is essentially the idea of taking the whole child out of the influence of the family and the church and subjecting him to a conditioning process, subordinating him to the group. And in the so-called common learning scheme which Dr. Goslin left at Minneapolis, I have seen that program and it calls for subjecting the child first to learn what he can do for his school; second, to learn what he can do for his community, and third, finally, to find out what he has to do to adjust to his family. I think that is typical of the bad side of progressive education."

Professor Haney's statement was an excellent example of what Mr. Goslin had observed earlier in the discussion, namely, that progressive education seems to mean "whatever the individual wants it to mean who happens to be using it at the moment." The former A.A.S.A. president then replied to Dr. Haney:

"I know, after working in the schools of this country for a long time and being pretty well a part of this controversy for the last few years in American education, that what Dr. Haney has said is exactly what he and some others are trying to attach to good development in education in this country in order to stampee the American people and their teachers back to some kind of a skeleton of education that will set this country up for the kind of controls that it seems some folks would like to exercise in America."

Dr. Haney, as readers will recall, is one of the three whose services as textbook reviewers are offered by the Conference of American Small Business Organizations. Mr. Goslin is head of the division of school administration and community leadership at George Peabody College for Teachers in Nashville, Tenn.

Did You Say "Leadership"?

LOOK, MA, I'm a leader now! The ambitious young man who grabbed a flag and rushed to the head of the parade had the naive notion that an extra display of vigor was synonymous with leadership. Neophytes in school administration may have encountered similar ideas in their professional training. Tradition and standard textbooks have presented the school superintendent as the man who must know all the answers. Designated as the "head" of his school system, he was indoctrinated with the theory that leadership means dominance—and that his superior will must be enforced, justly but firmly.

Popular history supports such a concept. Inspirational speeches ooze with stories of great leaders whose dynamic personalities and strength of conviction have carried them into positions of great power and influence. This kind

of my-way-or-else leadership still wins support from the masses and the press. Twentieth Century Caesars still are crossing the Rubicon, and new Napoleons are returning to meet new Waterloos.

Hasn't the time come to recognize that leadership in an educated world should be something more than the dramatic force of a stubborn will or a strong personal conviction? The influence of a dominating personality—whether he is a returning hero or a successful politician—undoubtedly constitutes a form of leadership. But it does not follow that such leadership is constructive, desirable or essentially democratic.

There is evidence that educational administration is approaching a state of maturity wherein the concept of leadership is not necessarily identified as a personal, magnetic, aggressive rôle. Rather, it is characterized by the ability to guide and direct the thinking of others toward a mutuality of interests and purposes.

With the teaching profession operating on a guild level, the leader may be any one of the group who stimulates group thinking. This does not mean that the school administrator shall not make decisions when it is his function to do so. Nor does it mean that the school leader shall not have convictions or lack the courage to express them. It *does* mean that he shall not resort to promises, pressure or political manipulation to jockey people into his way of thinking.

The trend in school administration today is moving (even more rapidly than some are willing to believe) away from the school leader who feels he must carry the school and all its problems on his own shoulders. The successful school administrator has learned, sometimes the hard way, that it's easier and better to share with his school board and with his professional associates both the responsibilities and the credit for providing a good school program.

The school administrator who enjoys reasonable peace of mind today really believes that the schools belong to the public, and he acts accordingly.

'Ain't Agoin to'

WE 'AINT agoin to use ain't, even if a noted lexicographer says its okeh. Addressing the Modern Language Association of America, Charles C. Fries, professor of English at the University of Michigan, said "we should not sneer at the word 'ain't' because it had a perfectly logical development." "The English language," he said, "should be based on usage rather than the ancient rules of Latin syntax."

We agree with the famous linguist and dictionary editor that our accepted rules of grammar are "clumsy and don't make for natural talking," but we don't dare use 'ain't.' We'd be deluged with letters protesting our departure from the straight and narrow path of purist English.

But it's consoling to know that there may come a day when we won't have to worry about saying "ain't" or "it's me," or even using a preposition to end a sentence with. Ain't it?

The Editor

THE NATION'S SCHOOLS

Two youngsters from Alice Birney School, San Diego, call on neighborhood businessman with this American Education Week poster for his window and a written invitation for him to visit their classes.

JUST what do San Diegans think of their public schools—a real cross section of San Diegans, that is, as contrasted with the organized and highly vocal, if small, group of school critics who seem to be attuned to the wave of national anti-school propaganda that most of us have recognized.

It was to find the answer to that question, as well as to obtain information that would be helpful in evaluating our educational program, that the San Diego Board of Education last spring embarked on a scientific survey of public opinion.

Now that the survey has been completed and the results made public, San Diego has been in something like the educational spotlight.

It seems that the San Diego public school system certainly is one of the first—actually the first so far as we know—to authorize a comprehensive public opinion survey without being under the pressure of public opinion engendered by some kind of a crisis situation.

The poll, which was released under the title of "What San Diegans Think of the Public Schools," boils down to three basic implications:

The first gives cause for satisfaction: San Diegans predominantly approve of their public schools and stand ready to support them with another bond issue (there have been two since the war) and even higher taxes, if necessary, as the need for more facilities and increased salaries becomes acute.

The second reminds us of the need constantly to review our educational program to make sure that it is effective in those areas of instruction in which the public is vitally concerned. Public interest we accept as a mandate to provide an effective program.

The third poses a challenge to the entire school staff: When it comes to the matter of what's being taught and how it's being taught, large segments of the population admit to ignorance.



PUBLIC OPINION SURVEY

shows how San Diegans regard schools

WILL C. CRAWFORD

Superintendent of Schools, San Diego, Calif.

The implication is obvious: The public needs to be informed before the anti-school propaganda creates doubts and opposition.

Before going into a more detailed analysis of what the public thinks of the schools, it might be helpful here to discuss briefly the organization and operation of the survey.

Once the project was decided upon, the first thought was to ensure com-

plete objectivity. It was important that the school critics be denied any opportunity to charge that the poll was a "rigged" affair engineered by the schools.

Accordingly, the entire undertaking was turned over to a leading advertising and public relations agency having no affiliation with the schools. The agency handled the general organization and later summarized the findings

and wrote certain recommendations in the light of those findings. This agency, in turn, engaged a group of specialists in public opinion surveys to do the field work—the actual door-bell ringing. This phase of the work was under the direction of Dr. Oscar J. Kaplan, a recognized authority on opinion research, who also heads the state college's institute of public opinion.

While the questionnaire was being prepared, representatives of the two agencies conferred several times with central office administrators and board of education members. But the final selection of questions was made by the two agencies. As a matter of fact, several questions which our administrators had opposed were included among the 29 questions asked.

In the actual conduct of the survey, every precaution was taken to ensure

impartiality and scientific accuracy. Fifteen hundred adults, selected at random on the basis of population in each census tract in the city, were interviewed. Equal numbers of men and women were interviewed.

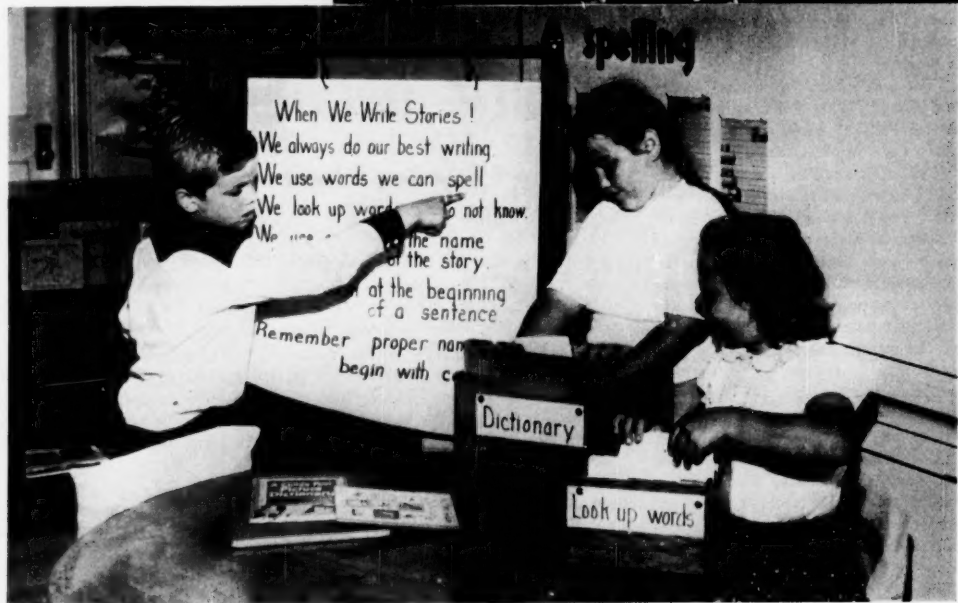
The sampling was considerably larger, percentagewise, than the minimum recognized by competent opinion research authorities as necessary to establish valid results.

The project was begun without any publicity, so that there could be no

preconditioning of opinions on the part of the public. An amusing incident, which momentarily seemed serious, occurred when the next door neighbor of the *San Diego Union's* board of education reporter was polled and reported the fact to the reporter. The paper cooperated, however, by withholding any word until the official announcements were made.

A satisfying check on the adequacy of the field workers was obtained when a member of the board of educa-

Below: Parents need to be told more about the teaching of fundamentals. Visitors at this San Diego classroom cannot help but be impressed with the attention devoted to spelling instruction. Right: "Job training, such as machine shop work and salesmanship" received a 95 per cent favorable vote in San Diego's public opinion poll. Here are two student machinists.





tion was polled, entirely by chance. This member thoroughly cross-examined the somewhat baffled enumerator until he was satisfied that the field workers had received a thorough indoctrination.

The report, when submitted to the board of education early in the fall, ran to some 300 pages, including 201 tables based, for the most part, on a cross-tabulation of fact questions against opinion questions. These cross-tabulation tables are valuable in that they show the attitude toward the schools of specific groups within the community identified by such factors as age, sex, occupation, race, education, type of housing, and length of residence in city.

But here, boiled down in the words of the introduction to the report itself, are the principal conclusions:

1. San Diegans are firmly in favor of public education and, rather than wanting to see some activities cut back, most citizens probably would

Parents always have been welcome in San Diego classrooms but now, following the stimulus of the public opinion survey, all schools constantly encourage parents to visit. Here a parent (left) sits in on a first-grade reading circle. This photograph was used in a school pamphlet, "A B C of Reading," recently sent home to all the parents.

like to see an even greater extension of activities.

2. San Diegans overwhelmingly approve many of the special activities that are outside the traditional schooling of youngsters, such as evening classes for adults, vocational job training, junior college, and special classes for such groups as the mentally retarded. On all of these questions, the percentages in favor varied from 83 to 95—virtually unanimous approval.

3. By almost as large percentages, San Diegans indicated their willingness to approve an additional bond issue, if needed, to relieve overcrowding and a tax increase, if needed, to increase teachers' salaries and indicated they believed teachers are underpaid.

4. As far as the instructional program and curriculum are concerned, the survey disclosed great areas of ignorance regarding specific activities of the schools, as well as doubts in the minds of many citizens regarding the adequacy of training in such fields as character education and the three R's.

5. As far as the worth-whileness of the things taught in schools today as compared with what was taught 20 years ago is concerned, however, more than half of the respondents felt that more worth-while things are being taught today.

6. A key question that, to some extent, summarized the survey asked, "Taking everything into consideration,



This is an adult class in history. Strong public approval of adult education was shown in the survey; 90 per cent of all respondents favored it.

would you say that you are satisfied, only fairly well satisfied, or not very satisfied with the public school system in San Diego?" On this question, 35 per cent said they were satisfied, 36 per cent said they were fairly well satisfied; 10 per cent said they were not satisfied, and 19 per cent didn't know. These results are quite encouraging, since 71 per cent are fairly or well satisfied with the school system.

But even though 71 per cent of the public seems solidly behind the schools, we see real reason for concern in the fact that significantly large percentages of these supporters answered "Don't know" to questions on the curriculum. Here are the "Don't know" responses to some of the questions in this area:

Are the schools spending too much, too little, or about the right amount of time on music and art? (Don't know: 61%.) Are high school students being given too much, too little, or about the right amount of homework? (Don't know: 57%.) Is too much, too little, or just about the right amount of time being given to the study of U.S. history and American institutions? (Don't know: 46%.) Are the public schools doing a good, fair or poor job of teaching the three R's—reading, writing and arithmetic? (Don't know: 21%.) Are the schools doing a good, average or poor job of developing devotion to the American way of life? (Don't know: 33%.) Do the schools place too little emphasis on

character education, about the right amount, or too much emphasis? (Don't know: 36%.)

HAVE FACTUAL PROFILE

From this survey we have a factual profile of public opinion. It confirms much we already felt we knew. It shows that a vocal minority, representing about 10 per cent of the population, is spearheading the more vicious current attacks on public education and that these forces do not represent prevailing majority opinion. The board of education can resist being stampeded by a small, vocal minority.

Here are the steps that were followed in putting the poll to use: First it was interpreted in detail to the board of education by representatives of the public relations agency. Then we invited both reporters and top editors to a luncheon and went through the survey in detail. Two hours later the report was presented publicly at a regular board of education meeting. The result was good press coverage.

Within several days the survey was interpreted in detail before an assembly of all supervisors, principals and other administrators. Principals then repeated the interpretation with their school staffs, always emphasizing the public relations aspects of the findings.

Cross-tabulation showed us that two groups of persons, those who had actually visited a classroom where instruction was in progress and those

who had attended at least two P.T.A. meetings, were most favorable toward the schools and showed the best understanding of the program.

This gave us the "key" for our present program of action. Parent groups are being brought into the schools in numbers never before visualized so that our curriculum and instructional methods may be interpreted. Questions and discussions are encouraged. During American Education Week emphasis was put as never before on classroom demonstrations.

Our teachers, we feel, are coming to realize that they constitute the main means by which the schools can reach citizens as individuals.

SOME DO'S AND DON'TS

1. If you are considering a survey similar to San Diego's, here are some "do's" and "don'ts" based upon our experience:

2. Don't wait until a crisis situation has developed before undertaking a survey. By then it may be too late.

3. Don't publicize the poll in advance. Lack of publicity will enable you to get a true expression of public opinion, but premature publicity could result in conditioning of opinions, especially if vocal school critics should oppose the undertaking.

4. Have your survey conducted by a competent professional agency not affiliated with the schools. This will help to forestall critics' charging a "rigged" poll or a "whitewash" job.

5. Before any publicity on the report is released, be sure that it is interpreted in detail to your school board.

6. Next, if possible, arrange a press conference so that a full interpretation can be given to the press and radio. Public release of the report might best be made at a regular board meeting.

7. Follow by distributing the report to opinion leaders in your community, with a suitable covering letter.

8. Have the survey findings carefully interpreted to all members of your own school system, preferably in group meetings.

9. Acknowledge any unfavorable findings along with the favorable, accepting them frankly as challenges facing the school system and its personnel. This will gain public respect.

10. Finally, analyze the report carefully to determine how it can be used to best advantage in your public information and public relations program; use it also to evaluate the program in terms of public needs.

Discovering the needs of CITY YOUTH

Adolescents reveal their "need patterns" in new type of questionnaire. Results surprise teachers, principal

HAVE you ever wondered what your students are thinking about from day to day and what they consider their needs to be? Have you ever been concerned as to whether your particular educational practice is meeting those needs?

Well, I was concerned. I checked a large number of textbooks on psychology and administrative practice. In 62 references I found only a few statements relative to the specific needs of youth as they apply in one's particular school setup, and these were usually isolated items. Administrators know well that it is not the *isolated* need that must be met in order to solve youths' problems but rather the *pattern* of such needs, if a school is to move forward in its program of effective education.

The purpose of this article is to present a simple plan for discovering such needs, and to show how these facts may be used in understanding students better.

WHAT IS A NEED?

So much has been written about the "needs" of youth that I shall not labor a definition here. I merely call attention to the fact that what a youth considers to be his standards does not necessarily conform to the standards of society. If there isn't a full acceptance of the norms and mores on his part there certainly isn't a full response to his "needs" from society, and as a result there are tensions that demand release. If we don't know as administrators what these "need patterns" are for our specific situation, our educational practice cannot possibly reach its greatest efficiency.

The literature on this subject tends to divide "needs" into four basic groups: physical, material, social and psychological. If administrators recog-

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Headmaster, High School
Brookline, Mass.

nize these but are not able to impose upon such a general pattern a picture of the specific social relationships and patterns of their schools they may use modes of adjustment that are detrimental to the individual and the environment in which he finds himself. Meeting all the needs is just as impossible for a school group as for an individual. But if we know our patterns we shall be better able to cope with the problems that confront us.

GETTING THE DATA

Most studies of adolescent needs have based the final reports on answers to a questionnaire that has been adult made and adult sponsored. Some well informed expert, or a committee of experts, has brought together questions supposedly covering broad areas of adolescent interest and "need." These questions cover the four basic groups mentioned previously. Occasionally parts of the questionnaire have been tested on pilot groups and refined in line with the suggestions and comments of youth.

Constructing a questionnaire in this usual way has three major faults: (1) Adolescents will more often than not give you the answers they think you want rather than the answers you ought to have. (2) Rarely will you find the basis of major improvement for questionnaire technic in the suggestions and comments of youth on a duplicated form already prepared. (3) Most adolescents wish neither to discuss their problems with a school person nor to provide information that will tend to reveal a great deal about their affairs.

But there are ways to construct questionnaires on the basis of expressions of opinion and other related comments that have already been made by students. The development of a pattern of needs and interests that have thus been expressed is more trustworthy and can be more effective in school planning than the questionnaire we now have.

One way to catch students unawares and have them contribute effectively to a trustworthy questionnaire is to use the school newspaper or school annual. In our case 432 members of the senior class were asked by the yearbook editor to express themselves briefly on any or all of the following topics: What This High School Needs Most, Pet Peeves, Future Plans, Pet Passion, Suppressed Desire, Chief Failing, Ambition, Interests, Nickname, Pet Pastime, Favorite Quotation, Favorite Song, My Idol, Most Amusing Thing About This High School, Advice to Freshmen, and others. It was interesting to note the choices which students made in answering *any* or *all* under these topics. More than 700 statements were used in the yearbook, and each student had at least one credited to him.¹

SPECIFIC "NEED PATTERNS"

When all the statements were studied it soon became apparent that the four basic groups of adolescent needs were represented. For the convenience of the study these were broken down to portray the specific "need patterns" of the school. In the particular situation there appeared to be more social than psychological needs and more physical than material needs. There were eventually 28 categories representing 93 per cent of all the state-

¹Basic data for this study were collected and analyzed by Richard Conrad.

ments. They were grouped in order of frequency as follows:²

1. Heterosexual interest
2. Rebellion against social norms
3. Feelings of inadequacy
4. Escape
5. Professional career
6. Intellectual interest in school
7. Concern over physical development
8. Desire for food
9. Economic achievement
10. Evasiveness
11. Nonprofessional career
12. Interest in sports outside of school
13. Sibling rivalry
14. Distrust of people
15. Sport participation
16. Parent-adolescent relationship
17. Esthetic interest
18. Identification with own sex
19. Travel
20. Cars
21. Interest in horses
22. Exhibitionism
23. Name consciousness
24. Rebellion against sex mores
25. Identification with other sex
26. Group activity
27. Desire to conform
28. Promotion of social equality

This is the frequency pattern for one school, ranging in degree from 140 choices to one. Other schools may be different, even as other communities and their inhabitants are different. In the foregoing list some of our greatest problems (as we thought of them) took a back seat for others that we hadn't even discovered. Our tables also showed us the relationship of boys' interests and girls' interests. Twice as many girls had heterosexual interests as did boys, but many more boys rebelled against social norms, experienced feelings of inadequacy, or wanted to escape.

A tremendous number of students listed their chief failing, but whereas the boys were vague as to what that failing might be, the girls were most specific. Such answers were given as "Overemotion and overweight," "Trying to be profound," "Acting like 2 instead of 12," and others. One boy felt sufficiently inadequate to write, "I fail in everything."

There are many interpretations that can be given such a list, but it must be noted that all 28 areas of expression can be arranged to form four "central need" groups, as mentioned

²Tables were available in much more detailed form but would take too much space to reproduce here.

SAY WHAT YOU THINK

At Attitude Questionnaire for High School Students

Instructions

Here is your chance to say exactly what **YOU** think.

Below are several questions. Each can be answered in a number of ways.

YOU will mark three of the answers. Put a (1) in front of the answer which **YOU** like best. Put a (2) in front of the answer which **YOU** feel is second best. Put a (3) in front of the answer which **YOU** feel should be in third place. If **YOU** like, **YOU** may add an answer in the blank space. Number it (1), (2) or (3), as **YOU** choose.

Here is a sample.

Question: If a friend from a foreign country should ask you which American sports are most fun, which would you choose?

- () Ice Hockey
- (2) Basketball
- () Skiing
- () Baseball
- () Skating
- (1) Football
- () Polo
- (3) Tennis
- ()

In the last answer **YOU** are entirely on your own. No answers are suggested. Simply write out exactly **WHAT YOU THINK**.

DO NOT put your name on your paper. Put only your sex and age. Be sure to read **ALL** answers before choosing any.

1. During and after World War II **YOU** have heard a lot about postwar plans. What contributions would **YOU** like to make to planning in the United States? Indicate by (1), (2) and (3) statements which describe your interest.

- () I want to work for less government interference in order to assist American businessmen.
- () I don't want any planning. I'll take care of myself and let others do the same.
- () I want to work for better understanding between different racial, national and religious groups.
- () I don't know enough about national issues to take any stand.
- () I want to work for greater freedom for all rather than for any one particular group.
- () I think things look so bad that I won't spend my time trying to improve them.
- () I want to work for increased rights for labor.
- ()

2. A lot of people know us, but only a few understand us. Who understands **YOU** best? Indicate by (1), (2) and (3) those persons who understand **YOU** best.

- () One of my brothers or sisters.
- () My girl friend.
- () My boy friend.
- () My mother.
- () My father.
- () My pal.
- () My minister, priest, or rabbi.
- () Nobody really understands me.
- () One of my teachers or some school official.
- () A friend whom I rarely see.
- ()

3. Most of us get along pretty well with everybody. But almost all of us are irritated by some particular person sometimes. Who irritates **YOU** most? Indicate by (1), (2) and (3) those persons who irritate **YOU** most.

- () One of my brothers or sisters.
- () My girl friend.
- () My boy friend.
- () My mother.
- () My father.
- () My pal.
- () My minister, priest or rabbi.
- () Nobody really irritates me.
- () One of my teachers or some school official.
- () A friend whom I rarely see.
- ()

SAY WHAT YOU THINK (Cont.)

4. Many people have tried to describe briefly their experiences when they were of high school age. Indicate by (1), (2) and (3) which statements describe your own experience best.

- ☐ "I would omit an important fact if I failed to mention that it was during high school that I became especially sensitive about my physical appearance and the way I dressed."
- ☐ "As a high school student I resolved never to get married."
- ☐ "My whole life consisted of interesting experiences. I wondered why people expected me to feel disturbed during my high school years."
- ☐ "During high school years I had great admiration for someone who was much older than I."
- ☐ "When I was of high school age I thought that no adult, not even my parents, understood me."
- ☐ "In high school more things bothered me than ever before."
- ☐ "When I was in high school, I wanted to make over the world."
- ☐ "During high school years I liked to spend a lot of hours by myself."
- ☐

5. Suppose YOU have graduated from high school. Suddenly your parents become unable to give YOU the financial help YOU need to get a good start in life. Indicate by (1), (2) and (3) solutions which YOU would probably choose.

- ☐ Try to find out who is responsible for my parents' financial situation and do all I can to get even with them.
- ☐ Wait until things look brighter.
- ☐ Find a job with the expectation of saving enough to finance my own future plans.
- ☐ Consult my parents and follow their advice.
- ☐ Study the whole situation in order to determine the best solution.
- ☐ Never think of my original plans again.
- ☐ See my best friend and find out what he thinks I should do.
- ☐ Try to get my parents to borrow money.
- ☐

6. Think back to the time YOU received your last report card. Indicate by (1), (2) and (3) what your first thoughts were at that time.

- ☐ Well, I did all right, but I could have done better.
- ☐ My efforts have been rewarded.
- ☐ I think someone had it in for me again.
- ☐ Oh, marks don't mean anything. Let's forget school for a while.
- ☐ Let's see where my difficulties lie and what I can do about them.
- ☐ Thank goodness, I got away with it again.
- ☐ Now my brother or sister will have another chance to tease me.
- ☐ One more failure.
- ☐ What will my friends think of me now?
- ☐

7. Suppose YOU have an unexpected school holiday. Your parents let YOU use the car for the whole day and give YOU \$15 to spend. What will YOU do? Say anything YOU want to in 30 words or fewer.

before. In their spontaneous statements these high school seniors touched upon the primary areas that characterize all human behavior. If the individual statements that made up these 28 categories are studied it will be discovered that these data are fundamentally expressions of wishes of students and that they arise out of frustrations.

For example, it is no great and new fact that adolescents are interested in one another heterosexually, but if their statements arise out of desires and frustrations, then the school can well make more provision in the curriculum to have young people meet one another on bases other than sitting together in the classrooms.

Within the last year we have introduced a course in human relations on the ninth year level, replacing all other social studies offerings for that year. Units within this course deal specifically with one or all of the findings in this discovery of our school pattern. When twice as many girls as boys named heterosexual interests first (girls, 99; boys, 41), efforts were made to explain it and to indicate activities to meet the need.

Rebellion against the social norms and the mores of the school community represented the next highest area of expression. Fifty boys and 37 girls expressed this as their greatest need. There must then be some activities and points of view held by members

of the staff that cause this spontaneous expression. Boys were also in the majority in the area of feelings of inadequacy (42 to 9). Coupled with Item 4 (escape) these two psychological needs accounted for 83 spontaneous expressions.

Since the release of this report we have tried harder than ever to redirect or reduce parental tensions with regard to success in school, have instituted the course in human relations mentioned previously, have introduced units in problems of democracy designed to meet these needs, have brought boys and girls together for the teaching of social dancing and square dancing in physical education, and in numerous other social extracurricular activities have enlarged the scope of our offerings. We have substituted tables and chairs for the immovable desk arrangement and have encouraged forum and other group discussion technics in the classroom. It is now much too early to report statistical progress.

STUDYING THE SCHOOL PATTERN

The analysis of the school pattern on the basis of answers for the yearbook was allowed to simmer for one year. During that time certain objective observations were attempted to test the trustworthiness of this venture in data collecting. At the end of that time, and on the basis of the various experiences, seven questions were developed to cover any further study that needed to be made regarding the youth need pattern for our school. These questions covered the four basic areas referred to in so much of the literature but were rephrased to have more meaning for us: (1) the question of personal integration, (2) social relationships, (3) questions of integration with society, and (4) the adolescent in action. The seven questions asked are shown on page 40 (opposite) and on this page.

RESULTS OF QUESTIONNAIRE

When the results of this latest questionnaire were tabulated they contained many surprises for us. For instance, in Question 4 boys and girls in almost equal number were more interested in appearance and dress than anything else, followed closely by the second in frequency statement "I wondered why people expected me to feel disturbed during my high school years." This, in turn, was closely followed by the statement "In high

school more things bothered me than ever before."

To whom did these adolescents turn when they needed help? Mother rated highest, with brother, girl friend, father and boy friend or pal close behind. Teachers were listed third from the end, and the clergy, last.

Who irritated these adolescents most? Teachers came first. The next highest number of students checked the statement, "Nobody really irritates me." Mother and the minister, priest or rabbi irritated the least. Apparently the clergy neither understood nor irritated the youth in this community.

On the report card question a tremendous majority conceded that they "did all right but could have done better." This was followed with much

less frequency by an attempt at an analysis of the difficulties or an attempt to escape the whole matter.

What would the adolescent have done with the unexpected holiday and some money? Most would have attempted some group activity, with the major boy interest in finding a girl and having a date. A few would have liked to save the money, and other interests were scattered.

The important point in listing even these few results is to urge the collection and functional use of these data in particular schools. The easier way, of course, for a school is to use the questionnaire here presented; the better way is to construct your own, simple, direct and applicable to your specific youth needs.

Administrators may pave way for

Curriculum Improvement

E. H. SCHROTH

Superintendent of Schools
Paxton, Ill.

OUR schools are a great paradox. We preach democracy and rule with an iron hand; we cry progress yet ride on the rusty wheels of the last century; we shout of our care for individual differences while every act of the school day belies us with assembly line tactics. We scream for better trained teachers who can use methods that will produce a better product while the fountainheads of teaching, the colleges and universities, still lecture and use other antediluvian teaching methods.

Our schools are sprinkled with a few who have had a vision while the vast majority of the teachers are groping in the darkness of a textbook. The "experience centered classroom," the "needs of youth," the "interests of the child" are just so much professional gabble.

Tradition shackles us and we are handcuffed by the past. We are content to sit by and let others do the job for us. We eagerly attack a problem and soon inertia catches up with us and we slip back into the rut. A young teacher enters the profession with energy and ambition but before a year has passed the frowns and

headshakings of the veterans cool his ardor and bring on disillusionment and defeat.

The following steps can be taken by any school administrator to develop an improved curriculum.

1. Set up a steering committee selected from the faculty to study local school problems.

2. Take a problem census of all school personnel from janitors and bus drivers to administrators.

3. Analyze these grass-roots problems by means of a steering committee.

4. Select a few of the most persistent problems for study.

5. Form the entire faculty into a few groups and set the groups to work on these problems.

6. Guide the groups into selecting their own leaders.

7. Establish some basic fundamentals of group work, such as obtaining consensus, identifying blocks, and evoking participation; these are essential to any improved program in the school.

8. Set up in each group a plan of action that can culminate in a readily attained objective.

9. Begin to involve the community through P.T.A. councils, advisory councils, or other devices.

10. Start to draw the pupils into the study of school problems.

11. Establish channels of communication between the working groups in every way possible.

12. Search out ways of presenting the results of completed study or work to the community or to other schools.

13. Bring in experts who are fortified with the findings of research to discuss these findings with the various groups.

14. Select a group to evaluate the results of all work completed. This may be a subcommittee of the steering committee.

15. Try to provide a competent observer from outside the school system to make an evaluation from a neutral corner.

16. Provide adequate opportunity for teacher visitation in other systems where good teaching is being done.

17. Encourage extended training on a professional level either on campus or as in-service study. Do this with the stimulus of the dollar sign. Note also that any program of curriculum study will become a vital in-service training program and that credit should be given accordingly.

18. Provide released time for a large portion of this work.

19. Provide a wide variety of professional reading material for every area under survey.

20. As an administrator, ferret out potential leaders and throw responsibility into their laps. From these persons may come the spark that touches off the tinder of accomplishment.

I have tried to relate a series of principles that will guide a school administrator in developing a program to improve the curriculum. The best way to test these principles is to start with a pattern in mind and, as in any experience centered learning, grow and learn with the project. Every school is different, no two communities are alike, and administrator and study groups will stumble into problems peculiar to their own situation.

With the pointing finger of research to guide thinking and with the tested experience of sound educational leaders from colleges and research centers, those of us who struggle in the hinterland can push ahead so that the boys and girls of the next generation will get better educational fare than boys and girls have been given in the past.

Illinois has a

CLEARINGHOUSE for educational administrative materials

J. WALTER GILLIS

Assistant in Education
University of Illinois

IN THE professional growth of the practicing administrator, an awareness of problems in the field and of solutions to these problems is of obvious importance. Such interest includes not only the general aspects of administration but also the specific practices of fellow administrators, particularly those in one's own state. However, in a state as large geographically as Illinois, the problem of satisfactory communication among the various school units is exceedingly acute.

How to cope with this difficulty, therefore, was a problem for the Illinois Association of School Administrators. A centrally located clearinghouse was suggested as one possible solution to the difficulty. Such an agency would collect and index locally developed materials and make available the information to the various school units. With this thought in mind, the association asked the college of education of the University of Illinois to set up and operate a clearinghouse of educational administrative materials.

MATERIALS LOCALLY DEVELOPED

In the fall of 1950, the college sent out some 1700 requests to school officials asking for administrative materials that would help in setting up the clearinghouse. Locally developed materials that were being used to improve the schools in the administrative unit were the type desired by the college. Such materials could be either printed or duplicated. It was suggested that the contributions include such items as guidance programs, board of education data, accounting procedures, activity programs, building information, bulletins, central office information, district accounting practices, district reorganization data, school-community relations, instructional programs, information to par-

ents, pupil records, school lunch programs, special events, staff assignments, and transportation data.

The requests were sent out to coincide with the opening of school, since it was believed that most of the desirable materials would be more readily available at that time. Administrators were requested, however, to continue mailing similar materials as they were subsequently produced.

As the material was received by the college, it was reviewed and noted on index cards. The material was classified according to type or subject and also according to the school submitting it. This makes possible quick reference for locating information either about a specific school or about a specific subject. It was then sent to the university library, where it was to be made available to administrators, teachers and students. Access to the collection is possible at any time to visitors on the campus.

Extensive use of the collection was made by teachers and administrators who attended classes on the campus last spring and summer. Without the need of writing directly to schools, students have had firsthand materials available for term reports, oral reports to classes, and personal information. Many administrators visited the campus last school year or wrote for information about specific materials in the collection.

Materials are not sent out on a loan basis. When an administrator makes a specific request for information by mail, he is referred to the different schools that have sent materials to the collection pertinent to his inquiry.

All materials received are now included in the collection. At some future date the quantity of materials may become so great that some must be discarded. It is assumed that the individuals who contribute the materials believe the contributions to be

valuable. Increasingly, administrators will need to help solve the problem of selection and retention of materials. By what means shall such a selection be made? For the present a study of the use of various materials seems to provide the best guide.

OUT-OF-STATE MATERIAL

Some of the material that is received by the clearinghouse is from out-of-state schools and offices. The question arises as to how much out-of-state material is pertinent to such a venture as the clearinghouse. Should there be a special classification for out-of-state school materials? Or should the material be included as a part of the present collection? Should the clearinghouse make a concerted effort to request out-of-state materials? Or should chance contributions be the only items collected from out-of-state schools?

Another problem that arises frequently is the request by administrators for specific materials. At present, the clearinghouse has no plans for loan kits or exhibits to be mailed out. Neither are the materials available in quantity to warrant such an added service. The question of whether it ever would be advisable to ask contributors to send in duplicate materials therefore arises. Sending duplicate items would involve added expense on the part of the contributor; therefore, it has been suggested that materials be microfilmed as they are received. Materials would be permanently preserved on film, and the actual materials could be used in loan kits.

The solution of these problems will make this new service an even more effective aid to educational administration. It may be that the clearinghouse will some day become a strong point in the development of educational administration in the state of Illinois.

THE SCHOOL SUPERINTENDENCY

A.A.S.A. Yearbook reviewed by

VIRGIL M. ROGERS

Superintendent of Schools, Battle Creek, Mich.

THE AMERICAN SCHOOL SUPERINTENDENCY. Thirtieth Yearbook of the American Association of School Administrators, N.E.A., 1201 16th St. N.W., Washington 6, D.C. \$5.

WHAT is the most significant problem confronting American education today? Is it additional classroom space? Is it better salaries for teachers? Is it the shortage of trained teachers? Is it the improvement of the curriculum?

As vital and as pressing as these issues are, to the discerning student of American education there is yet another problem which, in the opinion of many, leads all the rest. I refer to the crucial need for professional leadership in the school superintendency.

Colleges, foundations, committees and research groups have been at work for years on the improvement of various aspects of education. Great sums of money have been expended to help raise the standards of teaching, and these efforts have borne fruit. The training, qualifications and selection of the school superintendent, however, with few notable exceptions, have been left largely unnoticed and unchanged. The patterns of school administration, the organizational arrangements for educational planning, and the professional relationships within the school system have not received the attention of the educational specialist and, until recently, have been largely by-passed by public and private financing for purposes of study and research.

Members of the commission are Virgil M. Rogers, chairman; Lucille Armstrong, teacher of social studies, Stonewall Jackson High School, Charleston, W.Va.; Joseph B. Gucky, superintendent of schools, Stephenson, Mich.; Paul B. Jacobson, dean of the school of education, University of Oregon; Catharine Culver Mulberry, member of the Chicago Board of Education; John K. Norton, director of the division of administration and guidance, Teachers College, Columbia University; Wayne O. Reed, assistant commissioner, division of state and local school systems, U.S. Office of Education; C. C. Trillingham, superintendent of schools of Los Angeles County, California; Henry I. Willert, superintendent of schools, Richmond, Va.

Two years ago the 1952 A.A.S.A. yearbook commission was assigned the task of preparing a yearbook that would appraise educational leadership from the broad national point of view, restate the job of the superintendent of schools in light of his present-day responsibilities, describe current best practice as disclosed by a comprehensive questionnaire completed by superintendents throughout the nation, spotlight some of the factors causing road blocks to better educational planning and administration, raise the sights for further growth in this important public office, more clearly identify the rôle of the schools and their administration with the culture patterns and problems of our time, and point up how inextricably they are interrelated.

The volume is a cooperative job. The commission is most appreciative of the service given by the thousands of administrators in all sizes of school systems who so generously responded by answering a Gargantuan questionnaire. The findings have been used in almost every chapter to document or illustrate the topic under discussion. A.A.S.A. executive secretary, Worth McClure, and the assistant secretary, Shirley Cooper, gave generously of their time to the commission, and their counsel has added to the wisdom of the volume. The research, coordination and editing phases were ably handled by Frank Hubbard and Hazel Davis of the N.E.A. Research Division.

This book should prove of especial value to college and university professors of school administration who seek a text to challenge and inform their students. Some administrators of long experience may have their complacency disturbed because their traditional practices may be brought into question. The neophyte in educational leadership may find it a source book of practical helps. Some of us who have fumbled and struggled to find improved ways of serving our communities will be envious of the good fortune of those who have their careers before them. A

charting of the way in this young profession has for some time been needed.

School board members should receive copies to help them understand better the responsibility they bear for the successful operation of the administration of the schools. Other community leaders concerned with better schools will appreciate seeing a copy of this book.

The reader will find the story of the superintendency from its earliest beginnings skillfully sketched. The significant trends and influences that have made an impact upon education in recent years are presented in such a way that the implications for educational leadership in our times are unmistakable.

The work of the administrator as the chief executive of the board of education and the controls under which he functions are clearly defined according to best practice. Also the descriptions of the superintendent's service functions and his responsibilities for community leadership suggest a more creative rôle of professional leadership.

The point of view presented with reference to the superintendent's responsibility for the continuous improvement of instruction, promotion of wholesome professional relationships within the faculty, and the administrator's leadership at all levels is stimulating and undoubtedly will serve as a basis of controversy in some quarters.

MAY BE CONTROVERSIAL

The treatment of such topics as "Recruitment," "Preservice Education," "In-Service Professional Education," and "Blocks to Leadership" will command the respect and appreciation of all who look hopefully to the future for professional advancement of the status of the school superintendency.

The final chapter, written by Mrs. Catharine C. Mulberry, a member of the Chicago school board, entitled "The Challenge," should be reprinted in pamphlet form and made available to every teacher, school official, board member, college professor, and P.T.A. worker in the land. Here is brought out so dramatically the refrain of the yearbook that the superintendency is a "constellation of tasks," that it is a key position in our culture, and that its success or failure depends upon the generous cooperation of many within and without the school system.

The challenge of the yearbook is succinctly stated by Mrs. Mulberry, as she pictures the superintendent work-

ing with and through other people, in these words:

"Should we achieve the impossible and have an ideal community and an ideal school system, insofar as physical conditions, financial support and community organization are concerned in education, we still are dealing with intangibles, and, in the superintendency, with human beings. On the personality of the superintendent, the warmth of his smile, the sincerity of his hand-clasp, and the depth of his understanding and wisdom will depend in many instances the resolution of a difficult situation, the unraveling of a complicated tangle. On his fairness, wisdom and judgment will depend whether the school system, and through it the community, will go forward or backward. And in his spirit will ultimately lie the answer to many of our most perplexing national problems.

"Whether or not this spirit is to be one of courage and foresight, of forthright determination to meet all issues squarely and honestly, with deep spiritual insight and compassion, and intense devotion to the general welfare, is the challenge of the superintendency to all who enroll in it. It offers an opportunity for personal service to God, to country, and to one's fellow man which is exceeded in few, if any, other professions. The superintendent is an orchestra leader, drawing from the community harmony or discord. The superintendent is a plant manager, leading an organization into success or failure. The superintendent is a laborer, serving public and staff with skill and devotion. The superintendent is a person with an unlimited opportunity for service and a truly great responsibility for leadership.

"It is the task of all members of the educational team—classroom teachers, principals, parents, businessmen, laborers, civic leaders, religious leaders, pupils, superintendents and citizens in all walks of life—to fashion the public schools, with and through the instrumentality of the superintendency, into an ever greater and stronger force for human enlightenment and progress. It is the challenge of this task which should call to the superintendency and hold in it the wisest, the strongest, the bravest, and the most understanding, of the truly great men and women our civilization produces."

The big problem in school administration and its improvement today seems to be the job of designing edu-

cational leadership patterns which are useful in facing and dealing with the multifarious issues and needs of the complex community structure called the public school system. This happens to be an area of human concern in which my late fellow townsman, W. K. Kellogg, was vitally interested. The foundation which he established made available, shortly before his death, a \$3,000,000 grant for the specific purpose of working toward the improvement of the school superintendency through research, through better training and improved qualifications of those persons majoring in this field of work.

PROGRESS MUST BE DRAMATIC

The 1952 yearbook, it is hoped, will prove to be another contribution toward the realization of improving the superintendency. If it serves as a source of information, inspiration and challenge to the practitioner while furnishing an up-to-date text for those teaching or majoring in the profession of school administration, the yearbook commission, I feel confident, will consider its many days and hours of discussion, writing and redrafting worth the effort.

In the days ahead it is obvious that we must make adaptations and develop assumptions that would have been difficult, if not unbelievable, for our predecessors in educational administration. There must be dramatic progress in the improvement of educational leadership if our several communities are to define and put into effect an adequate educational program for all. Such progress may come as we accept and apply the theory, persistently stressed in this yearbook, that the only valid school system is one in which, through enlightened administrative leadership, parents, teachers and citizens generally assume their full share of responsibility for its successful operation and support.

A forthright and fearless resolve to improve our school systems throughout the nation, so that they may more fully serve the culture in resolving the complex problems of our times, may well be inspired by some of the dramatic and heroic efforts being put forth to upgrade the educational leadership of the country. This contribution of the American Association of School Administrators, it is sincerely hoped, may prove to be another weapon in the hands of the American people in their struggle for better schools.

Places Emphasis on "Education"

A BOOK REVIEW

ADMINISTRATION OF PHYSICAL EDUCATION. By Charles E. Forsythe and Ray O. Duncan. Prentice-Hall, Inc., 70 Fifth Ave., New York 11. Pp. 319. \$4.

AT THIS moment of wide interest in physical education, it is timely that Charles E. Forsythe, assistant superintendent of public instruction for Michigan and state director of athletics for the Michigan High School Athletic Association, and Ray O. Duncan, state director of health, physical education, and safety for the Illinois Department of Public Instruction, have published a text that will be valuable as a guide in the administration of physical education.

The book is written primarily as a textbook for students majoring in physical education in colleges and universities and secondly for teachers, coaches and administrators who have some responsibilities in teaching, supervising or administering a physical education program.

The authors have dealt extensively with the physical education programs at the elementary and secondary levels. In gathering material for this publication, they have selected information and examples from the field itself. The text is easily read.

One of the most important aspects is contained in the chapter that deals with the relation of physical education to other phases of education. Here the authors indicate that physical education is a part of the general school program. They explain how it can be made part of the whole school program and not a special activity.

The authors have tried to emphasize the noun as well as the adjective in physical education. Every chapter is concerned with problems. At the end of the text are other problems that need unusual amounts of study.

Here is a text that lists the objectives of physical education, the philosophy behind a good program, the history, and the relationship of physical education to other phases of education—all of this along with a plan for budgeting and establishing a program of intramural as well as interscholastic athletics. I think all who read and use this book will find it to be definitely worth while.—PAUL A. GRIGSBY, superintendent, Community Unit, District 9, Granite City, Ill.

JUNIOR HIGH PUPILS *are taught*

HOW TO VOTE

JOHN W. ZORELLA

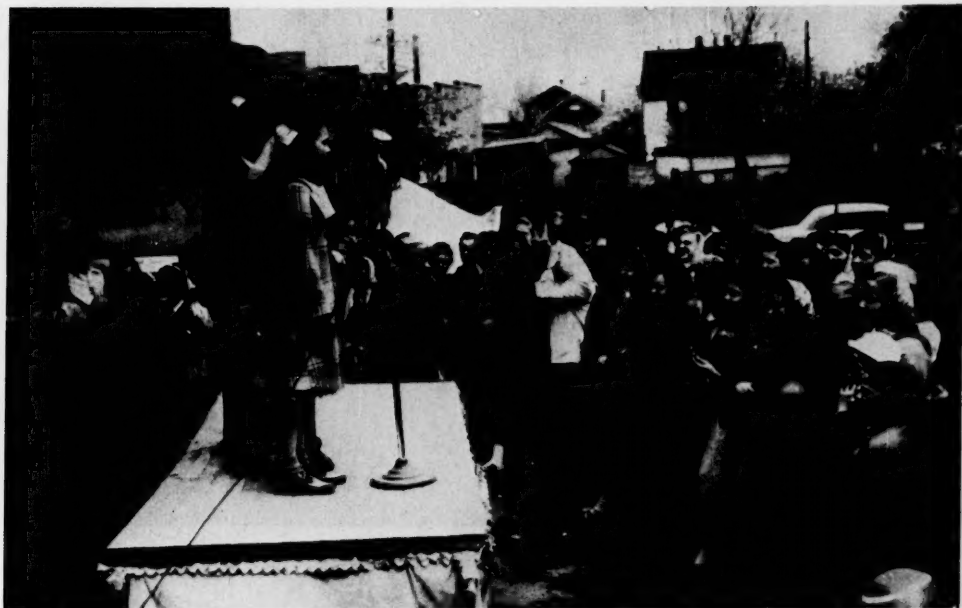
Supervising Principal
Manville, N.J.

AS AN example of realistic teaching, the Junior-High Main Street School, Manville, N.J., recently enacted a political campaign that had all the enthusiasm of any election on an adult level. A committee of teachers and pupils helped the principal guide this phase of a program of social living in a democracy.



The primary elections over, the next step was to organize the mechanics of a general election. Each party

paraded down Main Street. Here comes the Gold Party with banners, balloons and excited demonstration.



In a recent referendum the adult voters of the municipality had gone to the polls to vote a school district tax for the purpose of "purchasing land and building a high school." The proposition stimulated heated discussion among upper-grade pupils regarding a desirable site for the proposed building. Differences of opinion among the students also arose on other important community problems. It was decided to make a list of such issues and determine how the students stood in regard to them.

At a meeting of students and teachers, a "delegate assembly" was planned. The resulting assembly determined that two separate lists of issues would be submitted to the "electorate." The pupils elected to the delegate assembly spearheaded group organizations, and two parties arose: the Blue and the Gold.

As discussions over the various proposals proceeded, assembly delegates worked with faculty members on the mechanics of registration. Regular registration forms from the community's borough clerk were obtained, and a similar form for student citizens' use was mimeographed.

A registration period was designated; challengers as well as clerks were appointed to carry on the procedure of registration. Each pupil voter was given a registration card



From the platform candidates for both parties promised to support their party's platform. On the day of the general election, the voters expressed their preferences for candidates and propositions.

and was instructed by election clerks that no voter would be permitted to register for the purpose of voting unless he or she possessed a voters' registration card.

PARTY CONVENTIONS HELD

"Party conventions" were held as the registration of all potential voters was being made. Faculty advisers helped both groups in the mechanics

of party organization. The party chairmen and secretaries were nominated and elected. The chairmen elected thereupon became the party campaign managers.

The first item of party business was adoption of a platform. The issues to which pupils originally subscribed and for which the party members registered were discussed. Some students, as issues were developed, changed parties.



Mayor Frank Baron speaks to the newly elected "mayor and council."

The platforms were analyzed plank by plank and approved unanimously by party members. During the party convention, candidates for the offices of mayor and councilmen were permitted to state their stand on issues and to solicit support in the primaries.

At the conclusion of the party conventions, candidates for office in the primaries were instructed in the method of obtaining petitions and having them filled out correctly. A regular petition form used by the municipality was made available. In order to be eligible for office it was decided that 25 signers would be required to make the petition valid. Eight municipal officers who had taken definite stands or promised to support the platform of their party were to be voted upon. I was appointed by the convention delegates as the acting borough clerk. All petitions were submitted to me, and names were placed on two ballots, one white and one gold, representing the Blue and Gold parties.

For the primaries, booths used during the recent school referendum were lent to the school by borough officials, along with an official ballot box. Candidates for office selected their own campaign managers, who covered the school walls with campaign placards. Persuasive methods of vote solicitation were resorted to by all candidates.

When the primary elections were over, the chairmen and secretaries of both parties met with faculty members

to discuss the additional steps required to bring about a general election. At this meeting challengers and election clerks were appointed to organize the mechanics of the general election and conduct it. Each party held a parade and used adult devices of campaign persuasion.

The day prior to the general election a mass meeting was held on the playground, at which time candidates for both parties promised to support the issues their parties advocated. The general election was held and student voters expressed their preferences both for office-seekers and for propositions.

When all the tallies were counted by the officially designated party tellers, the results were announced at an assembly program. At this time the successful candidates were congratulated and the huzzas of the citizen-audience were articulately expressed. The mayor and his duly elected council were given the opportunity to take over a regular meeting of the official borough family.

As a result of this project, what learning has taken place? Aside from concomitant learnings, which were not palpably discernible, we have reason to believe that all participants learned that an important requirement of citizenship is active performance of political obligations. It is believed that the student, through these experiences, was given a sense of personal responsibility for government and gained the

attitude that, if he is to be affected by a proposal, he should demand and obtain an opportunity to express his convictions and help in the proposal's formulation. Too, he was exposed to the idea that he should sense his obligation to participate in all the functions of government and to express interest in public affairs.

In order to achieve a sense of democracy, somewhere in the individual's schooling he should be given an opportunity not only to become acquainted with the machinery of voting but to be somewhat conversant and skilled in it if he is to discharge his responsibility as a good citizen in the future.

In these school activities the student was given many opportunities to judge the merits of proposals that would affect his daily life, issues that he knew something about, that hit home. He was given an opportunity to learn how a political party originates and functions; he learned that his allegiance should be based on the issues, clearly brought forth in discussion.

The project, in the opinion of the participating faculty members, not only was timely in that it met the needs of the group at a propitious time, but gave the participants a considerable number of exposures "to learn by experiencing," a procedure vastly superior to and far removed from the textbook assignment.

DISTRIBUTING STATE FUNDS

How to estimate taxpaying ability of local school units

THE policy of distributing state funds on the basis of equalization is rapidly being adopted throughout the United States. Forty-three of the 48 states distribute one or more state funds on the equalization basis. The equalization principle of distributing state funds is based upon the philosophy that wealth should be taxed wherever it is to educate children wherever they are. It is not surprising that this plan of distributing state funds is rapidly growing in importance.

The equalization plan of state support has some important distinguishing characteristics. The plan involves a partnership between the state and the local school administrative units. The state defines the minimum program or foundation program of education that should be guaranteed to every child in the state. The state then establishes a plan whereby this foundation program is jointly financed by the state and the local school administrative unit. The state provides its share of the cost of the program from state taxes and the local school administrative units usually provide their share of the cost from ad valorem taxes levied in proportion to their relative taxpaying ability. This plan makes it possible to assure equal educational opportunities throughout the state up to the level provided in the foundation program, and it also attempts to assure that the tax effort throughout the state will be equalized to support this program.

The equalization plan of state support involves the following technical procedures. First, the educational need for each school unit of the state is calculated on a uniform basis up to the level provided in the foundation program. Educational need is then converted into cost expressed in dollars. Second, the minimum tax effort required locally of each local school administrative unit for the support of the foundation program is determined. Third, the difference between the cost of the foundation program in each local school administrative unit and

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its minimum required local tax effort in proportion to its taxpaying ability is paid by the state from the state equalization or foundation program fund. This article is concerned only with that part of the equalization or foundation program formula that relates to the measurement of the relative taxpaying ability of local school administrative units.

FOUR METHODS OF ESTIMATE

Any state attempting to support a partnership finance program must seek for as accurate and equitable an estimate of taxpaying ability of each local administrative unit as possible. Four methods of estimating taxpaying ability are being used:¹

1. *Local assessments.* This method is highly unsatisfactory because it varies considerably from county to county with respect to true valuation. Also, it is subject to local manipulation.

2. *State supervised assessments.* This is some improvement over local assessments in that the opinions of impartial officials are brought to bear. However, local officials still share in the valuation of property.

3. *State tax commission.* Such bodies appraise the true value of property in each local unit.

4. *Index of taxpaying ability.* In this method an objective technic is sought that will predict relative ability on the basis of the economic factors of wealth contained in the local administrative units.

What method should a state use to measure the relative taxpaying ability of local school administrative units? Obviously there are only two really satisfactory methods: to establish a

state commission with the authority and the staff necessary to appraise the true value of property in each local school administrative unit, or to use an economic index of the relative taxpaying ability of local school units.

Often it is not practicable to set up a state tax commission with the authority and staff necessary to appraise property on a statewide basis. The legislatures of many states are not willing to give that type of authority to any state body. In such states consideration should be given to the possibility of using an economic index to measure local taxpaying ability. The remainder of this article is devoted to a discussion of that method.

The development of an index of the relative taxpaying ability of local school units involves two principal steps: (1) the selection of the economic factors to include in the index, and (2) the determination by mathematical procedures of the relative weights to assign to each factor.

There has been considerable research on these problems during the last 15 years. Cornell² did the pioneer research on these problems and demonstrated that economic factors could be used successfully to determine an index of local taxpaying ability. Johns³ applied Cornell's methods with some modification to Alabama in 1938, and that state was the first state to use an economic index of taxpaying ability in distributing state school funds. At the present time, Florida, Georgia, West Virginia, Arkansas and Texas are using similar types of indices.

²Cornell, Francis G.: *A Measure of Taxpaying Ability*, Bureau of Publications, Teachers College, Columbia University, 1936.

³Johns, R. L.: *An Index of the Financial Ability of Local Systems to Support Public Education*, Alabama State Department of Education, 1938. Mimeographed.

Lee⁴ presented the following standards for the development of indices of the relative taxpaying ability of local school units he adapted from the studies of Cornell, Mort⁵ and Johns:

"1. The index and all economic factors should be objective; therefore all data pertaining to these factors should be obtainable from reliable published sources.

"2. All economic factors and the index should be independent from the influence of local assessing bodies.

"3. Each economic factor should measure some different aspect of the wealth of the state, and a sufficient number should be included in order to represent all the principal elements of the wealth of the state.

"4. The index should be based on some validating measure that directly corresponds to the actual value of property.

"5. The mathematical formula employed for the development of the index of taxpaying ability should be as sensitive to the small local units as it is to the large local units in predicting relative ability.

"6. The index of taxpaying ability should be as equitable as possible without undue complexity in order that the formula be administratively feasible."

Such economic factors as the following are commonly being used in economic indices of local taxpaying ability: retail sales, proceeds from passenger automobile license sales, personal income tax returns, value of farm products, and number of gainfully employed nonfarm, nongovernment workers. Other economic factors might well be used.

Some points to keep in mind are the following: (1) each factor should measure some different aspect of the state's economy; (2) a sufficient number of economic factors should be used to measure all important aspects of a state's economy, and (3) the inclusion of too large a number of economic factors in the formula unnecessarily complicates it without substantially increasing its validity or reliability.

The most difficult problem is to determine the relative weights to assign to the economic factors to include in

the index. It would seem that this is a relatively simple problem in multiple regression where the well known method of "least squares" could readily be applied. But the standard method of least squares estimates the taxpaying ability of large local school units with relatively greater accuracy than small school units. This violates the standard that the index should measure the taxpaying ability of small school units relatively as accurately as large units.

The weights of the economic factors can be estimated by empirically approximating the conditions of best fit. This method has been used with some success in some states employing indices of taxpaying ability. However, this method leaves something to be desired because independent workers using this method will not arrive at exactly the same weights for the same factors.

What is needed is a mathematical method that will meet all the standards set forth above for a good index. Such a method has recently been developed by Meyer and Johns⁶ and its validity tested by application to data from a number of states.⁷

Briefly, the method is as follows: Let us assume that the following economic factors have been selected for inclusion in the index: retail sales, passenger automobile license receipts, personal income tax returns, value of farm products, and gainfully employed workers. The following formula can be used to express the desired relationship: $X_e = AX_1 + BX_2 + CX_3 + DX_4 + EX_5$, where X_e = the relative taxpaying ability of each local school unit expressed in per cent of the state total; X_1 = retail sales; X_2 = passenger automobile license receipts; X_3 = personal income tax returns; X_4 = value of farm products; X_5 = gainfully employed, all factors to be expressed in per cent of the state total, and A, B, C, D, and E represent the relative weights assigned to these factors, the weights totaling 100 per cent.

Equations are derived to calculate the respective weights to assign to the economic factors and the mathematical condition of "goodness of fit" is that

the sum of the squares of the expression $\frac{X_e - X_o}{X_o}$ shall be a minimum. The symbol X_o is the observed value of the criterion of true value of property for each local school unit.

It is not necessary to limit the formula to five predictive factors. Additional factors may be added if necessary. For instance, six predictive factors were used to calculate an index of taxpaying ability for the counties in Mississippi. The resulting formula was as follows: $X_e = .282970X_1 + .044144X_2 + .142688X_3 + .065110X_4 + .222936X_5 + .242152X_6$.

X_1 , X_2 , X_3 , X_4 and X_5 correspond to the same predictive factors suggested in the preceding paragraph, and X_6 = per cent of public utilities. It will be noted that the coefficients of the predictive factors in this formula add to one and, therefore, are expressed in decimals.

This method makes it possible for workers to arrive at identical results when working independently. Furthermore, it is more nearly accurate than empirical approximation, and it meets all important standards for a good index. However, this method should be used only by statisticians who are experts.

There are many technical problems involved in factor selection. Improper selection of factors may result in an invalid index. Unacceptable negative coefficients may also result from improper selection of factors or unreliability of data. Only expert statistical treatment can handle such contingencies. When the index has been properly developed, it can readily be applied to the distribution of state funds by clerical workers with no statistical training.

An index of this type can either be written directly in the state aid law or incorporated in the regulations of the state board of education. The question arises concerning how often the weights of the economic factors should be calculated. The total economy of a state changes slowly, so therefore it should not be necessary to redetermine the weights of the economic factors included in the index more often than once in 10 years. However, the economy of individual school units changes considerably from time to time. The per cent of the taxpaying ability of the state in each local school unit can readily be recalculated annually from the most recent available data.

⁴Lee, Robert Edmund: A Technique for the Development of an Index of the Relative Taxpaying Ability of Local School Administrative Units, University of Florida, 1950. (Unpublished doctor's dissertation.)

⁵Mort, Paul R., and Others: Federal Support for Public Education. Bureau of Publications, Teachers College, Columbia University, 1936.

⁶Meyer, Herbert A., and Johns, R. L.: A Method for Calculating an Economic Index of the Taxpaying Ability of Local School Units, University of Florida, College of Education, 1951. (Mimeographed bulletin.)

⁷Malmberg, Walter Frank: Multivariate Analysis Applied to a Problem in Taxation, University of Florida, 1951. (Unpublished master's thesis.)

ADMINISTRATOR AND SCHOOL LIBRARY



High school librarian, teacher and students working together in Detroit.



MR. DALTON, school principal, has just finished a conference with Mrs. Brooks, the school librarian. The main subject under discussion was the library's needs as they would affect the budget for the following year, but in the course of the conversation many other matters concerning the library have come up. Mr. Dalton is disturbed about the library's services and his own part in providing for those services.

Obviously Mrs. Brooks does not feel that she has received proper support from the principal for what she is attempting to do. As they have discussed the whole problem of the library, he has been uneasily aware that he is not quite sure what the library is doing or can do for the instructional program of the school and for the total growth of boys and girls. Naturally, he has a faint suspicion that Mrs. Brooks' concept of the library's function is not so clear as it should be.

The questions that are surging through Mr. Dalton's mind and the recognition that there is real need of improvement in the library's services

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have come as a shock to him. He has always regarded himself as "library minded." He has often expressed his conviction that "the library is the heart of the school" and has attempted to back up his words by the administrative approvals necessary to meet needs Mrs. Brooks has brought to his attention. The book budget has been a good one as measured by recognized standards. Mrs. Brooks has not been asked to care for study halls or to take on other nonlibrary duties that would interfere with library services. He has trusted her judgment in ordering books and in all matters pertaining to the library.

Countless examples of his unquestioning approval of Mrs. Brooks' plans come to Mr. Dalton's mind to make him feel that any further demands on him for help in solving the library's problems would be unreasonable. Mr. Dalton is, however, doomed to further

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thinking on the subject by the fact that he is a good administrator. He will in the future find himself pondering more and more on two questions: What vital service to the total school program can and should be provided by the library? What can a principal do to open the way to such library service?

As Mr. Dalton reflects on the situation, he realizes that certain functions of the library staff are seldom overlooked and are often accepted by both faculty and students as being the only ones. They are the acquisition of books, the care and circulation of books, and provision for a quiet place for reference work. The fact that almost all of the other functions of a good library are dependent upon the acquisition and care of books and that the services of a trained librarian are necessary for the efficient handling of technical processes in the school library

has apparently resulted in a classic piece of non sequitur thinking on the part of many school persons. They assume that a librarian need not also be a teacher.

No school library at any level can be really effective unless its goals, functions and methods of working are constantly examined, evaluated and, if necessary, modified by a librarian who is also, in the most significant sense of the word, a teacher. The librarian must

understand the school program and the library's part in it. She should know both pupils and teachers and be able to think in terms of the point of view of each group. Not only must she be concerned primarily with people rather than books but also she must make the teachers and pupils aware of her values.

The librarian should share with other teachers in curriculum planning, in child study, in reading guidance, and in the myriad activities that are a

part of any good teacher's professional life. Incidentally, this concern for the major ways of working through a library is a great incentive to the librarian to streamline and organize more effectively necessary routines and technical processes. Even though she may be able to do comparatively little to reduce red tape, she should remember that it is often the bane of a teacher's existence.

The librarian is chiefly responsible for the creation of a warm and friendly climate in the library. There are of necessity many impediments in the path to this goal, such as the imposition of fines and the demand that the library's atmosphere combine informality with quiet adequate for reading. Friendliness and a cooperative spirit are among the first essentials.

It is the librarian's responsibility to find all possible ways of getting the user and the materials together. Being herself convinced of the value of her wares is, of course, a first essential. Perhaps activities that will give her a clear and vivid view of readers' needs are the best road to the acquisition of materials to meet those needs and to finding ways to introduce them. A



Left: Student assistant in Newark's department of libraries, visual aids and radio. Below: Students in Garden City, N. Y., are using French language records in the school library.



librarian who has been a part of curriculum planning when lack of materials in a given area has been discussed is surely more likely to be vigilant in searching for such materials and in notifying interested teachers and students when they are available than is the one who has not.

A close working relationship with other teachers and with pupils not only will stimulate the librarian to do her own work more effectively but also will result in the use by the library of resources most essential to it—the counsel, creative thinking, suggestions and general assistance of those other than the librarian. The trained professional staff of a school library is often only one person; it is seldom more than a few. There is, therefore, a need for many opinions from many sources in the solution of its problems. The librarian must convey to the rest of the faculty and to the pupils her need for such help and must find many ways to get and use it.

A librarian working effectively with a student staff naturally keeps open such channels of communication. She also gives students an opportunity for service to the school, gains valuable

assistance in the technical work of the library, offers students a chance for some vocational exploration, and establishes relationships that are excellent bases for reading guidance. Members of the student staff can, in addition to helping directly with their own suggestions for improving library service, be valuable liaison agents between the library and other students.

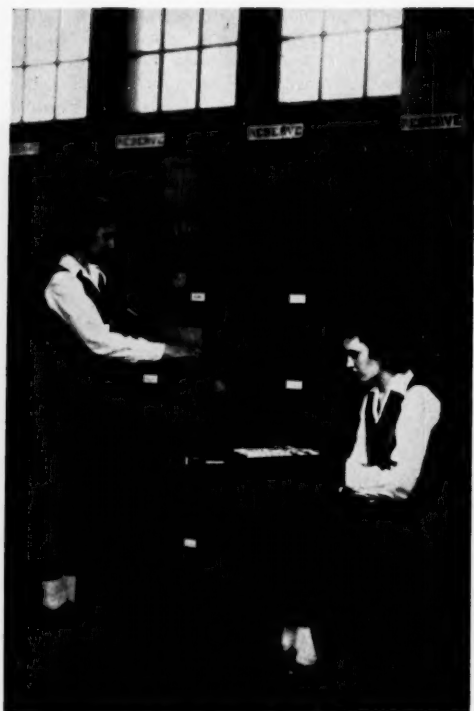
The establishment of the necessary good working relationship between

librarian and other teachers is, of course, a joint responsibility. In one respect, however, the librarian must assume the major part of it. She must be receptive. She must help the teacher to feel the library's need of what the teacher can offer. She must make it as simple and easy as possible for the teacher to contribute, whether she offers a suggestion for the book order or a complaint about the way fines are collected. She must give genuine



Right: Scene in services department of Dallas library's film center. Below: Los Angeles high school student crews demonstrate different types of audio-visual materials available.





Student helpers check clipping files at St. Joseph's Academy library, St. Paul.

consideration to suggestions even though they seem a threat to generally accepted library ways of working.

The library's function in the provision of materials does not end with bringing together readers and books. Today it must include offering pupils and teachers opportunity to select not only from books but also from the various audio-visual aids to learning. The library is the logical place for all such materials, and new schools and those with adequate space and personnel in the library for expanding services will find in the inclusion in the library collection of audio-visual materials a real opportunity to serve better. In those schools in which it is necessary to have separate audio-visual departments the library must assume joint responsibility for the coordination of indexes and catalogs and for working out plans for an integrated program to supply materials.

MUST RECOGNIZE NEED

Perhaps the primary responsibility of the administrator in facilitating superior library service in his school is to recognize the need for it. His vision as to the library's contribution in the total program will inevitably

have great effect on the librarian's. If the two are divergent, it will be necessary for principal and librarian to work together and with teachers, students and, in some situations, parents to the end that a sound philosophy and an understanding of the school program will become the basis of the library program.

Charged as she is with the responsibility for performing technical processes which inevitably consume much of her time, the librarian is in danger of a certain isolation. These processes are unfamiliar to administrators and other teachers. They often seem mysterious and sometimes unnecessary to those groups. Thus the librarian is, in a sense, working alone on many problems. It certainly is not the obligation of the principal to concern himself with advising the librarian in the minutiae of such work, but he can often give valuable assistance by making the librarian aware of his willingness to consider the broad implications of all library problems. The point of view of an administrator, who sees the library in a perspective which only he can have, is of greatest value to the librarian. Knowing that such cooperation is available will do much

for the librarian's sense of security. The advice of a nonlibrarian also stimulates the librarian to continuous re-evaluation of the technical part of her work and to modifications that will improve service.

The principal can help the librarian to work as an integral part of the faculty, making vital contributions to the whole school program both as a teacher and as a librarian, by considering the librarian's total job and the values involved in various parts of it.

The result may be a decision to arrange for some clerical assistance or other relief from technical details so that the time saved can be spent by the librarian in working with a student library club. It may mean administrative approval of the librarian's absence from the library during a certain period each week so that she can work on a curriculum planning committee. It may necessitate arranging for some faculty consideration of library rules in an effort to eliminate certain rigidities in library procedures.

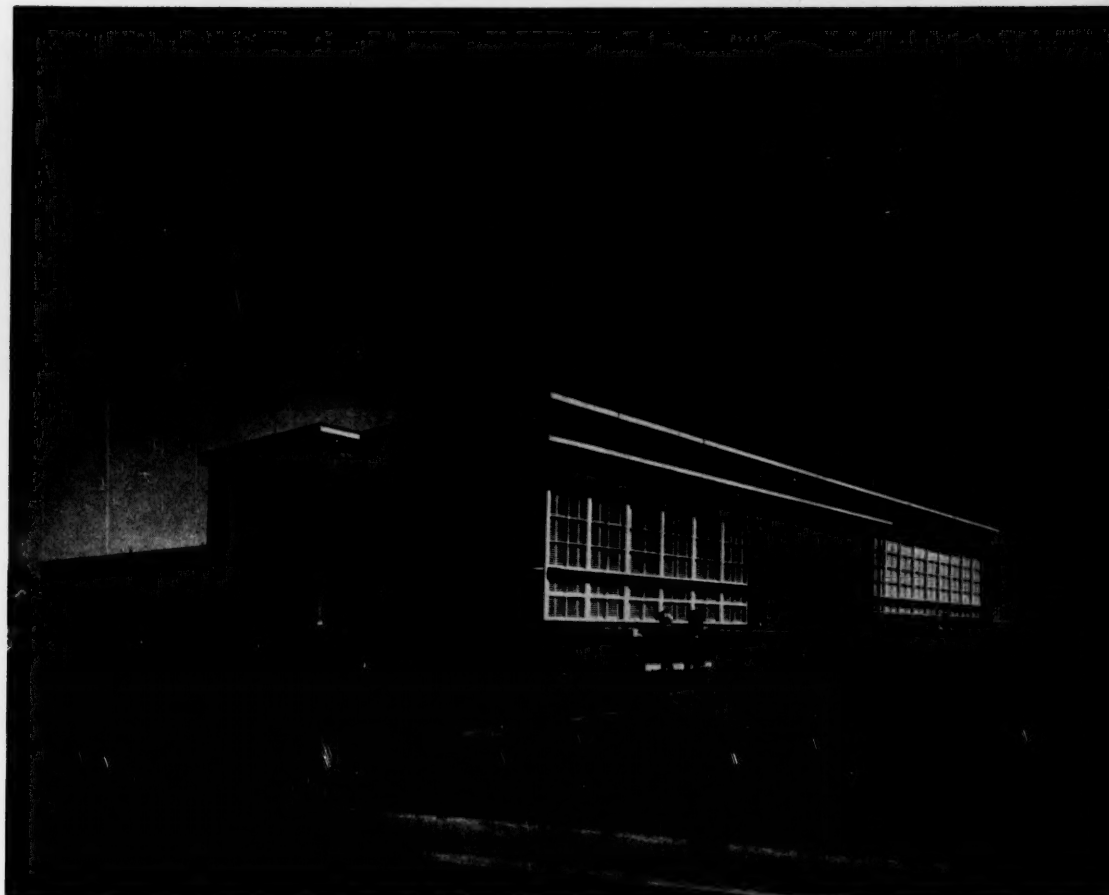
Certainly the principal's awareness of the library and the librarian as vitally and integrally involved in the life of the school will have a marked effect on the librarian and other faculty members. They will expect more of the library; they will create a library that serves better and means more to boys and girls.

MUST ENCOURAGE LIBRARIAN

The principal can encourage continuous evaluation of the library's services by real interest in them. His evidence of a desire for significant reports of library activities and his willingness to discuss library problems in the way he customarily talks over other school problems are essential to a good library. They will be conducive to significant evaluation and to increasing flexibility and vitality in the library.

Perhaps the chief contribution the principal can make toward better library service is genuine appreciation and encouragement. Recognition of the importance in the school program of the library, sound criticism of its inadequacies, provision for funds and staff, high expectations as to service, requests that the library provide books and other materials for the principal's personal and professional use, a belief in the librarian as a teacher and person as well as a librarian, all these can express appreciation. They will encourage the librarian and make for a better library.

schoolhouse planning




Rosslyn Heights School, Salt Lake City, Utah, from the south and southeast. Under the kindergarten window is a planting box. Two children stand in the entrance to the kindergarten play area. The classroom wing at left is for first and second grades.

ECONOMY SCHOOLS

No. 1—Salt Lake City, Utah

No. 2—Claremont, N. H.

THE SCHOOL OFFICE



ROSSLYN HEIGHTS ELEMENTARY SCHOOL, SALT LAKE CITY, UTAH

School personnel planned

EDUCATIONAL SPECIFICATIONS

for this Utah elementary school

SALT LAKE CITY school building needs are going apace because of population growth and population shift from the center of town to the periphery. A \$6,000,000 building program was approved in 1948. A second building program, for approximately \$10,000,000, is now under way. All but \$2,600,000 of the money is being raised on a pay-as-you-go basis.

Attempts have been made to make sure that the new plants will be designed with full consideration of function, economy, flexibility and expandability. We have tried to make sure that architects would be guided by full and explicit directions about the educational program to be served by the new buildings.

We have depended largely on the advice of teachers as to what is needed to ensure that the children are given physical facilities conducive to their well-being. It was decided that architect and educator each had a major rôle to play. The educator would pro-

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vide the program specifications, and the architect would follow these specifications in creating the building design. This called for effective teamwork based on mutual respect and consideration.

The assistant superintendent in charge of personnel and school organization was appointed chairman of a general committee to develop educational specifications for elementary schools. This committee appointed a number of subcommittees to develop recommendations for certain aspects of new schools. For example, a committee consisting of the primary grade supervisor, several principals, and about 50 teachers served as a general primary grade committee. The large group was divided into a number of subcommittees that developed detailed suggestions for such things as kindergarten furniture, space and storage re-

quirements at the kindergarten level; chalkboards, pin-up board space, windows, lighting, and such special items as electrical outlets, sinks and drinking fountains.

Teachers took a great interest in this assignment. They did much study and research to meet it. This was all accomplished on out-of-school time.

Other committees made similar studies for other aspects of the elementary school plant. Such items as visual and auditory aids, storage rooms, the administrative unit, the auditorium, the library, rest rooms, and toilet rooms were studied by subcommittees whose recommendations were then reviewed by the larger committee and finally by the central elementary school committee. This group adjusted all group recommendations into a coordinated whole and passed them on to me and the members of my general building committee, who took final responsibility for recommendations in written form, which were presented to the board of education.

We have in the building and grounds department competent engineers with excellent training and broad experience. We felt, nevertheless, the need for a consultant. Because of our large program, an authority on school plant development was employed on a permanent basis. This new staff member is playing a significant rôle as consultant to school groups, civic groups, the architects, the board of education, and me. He is the author of two planning guide documents, which have the official approval of the board and which architects are required to follow implicitly in designing buildings.

Some changes and compromises in formulating educational requirements are inevitable. The consultant has done a good job in reporting these changes to all concerned. Teachers now see the actualization of their efforts in new schools in operation. They are highly pleased. The new buildings provide more space inside and out. All of the furniture and equipment is easily movable. Much of it has been designed and constructed locally.

We have been fortunate in the selection of architects who are willing and eager to collaborate with school personnel. The preliminary drawings have been developed in close coopera-

tion with the school design authority and other members of the building and grounds department. Central school committees have had a chance to evaluate plans in the making. Board members have shared in the various stages of plan development. Final approval of plans is a mere formality.

At the present time, two schools have been built with large numbers participating in the planning. School children appear to profit by this group endeavor. The general conviction is that the new buildings not only are

much more economical (in terms of the relative purchasing power of the dollar) than older schools are but also are extremely functional. They meet the present needs of children, and they can be changed to meet future conditions. The internal space arrangement is made flexible by having all walls separating classrooms nonload-bearing. The buildings can be expanded easily by additions. Such facilities as the library, the auditorium and the offices are conveniently situated for use by adult groups.

ARCHITECTURAL PLANNING

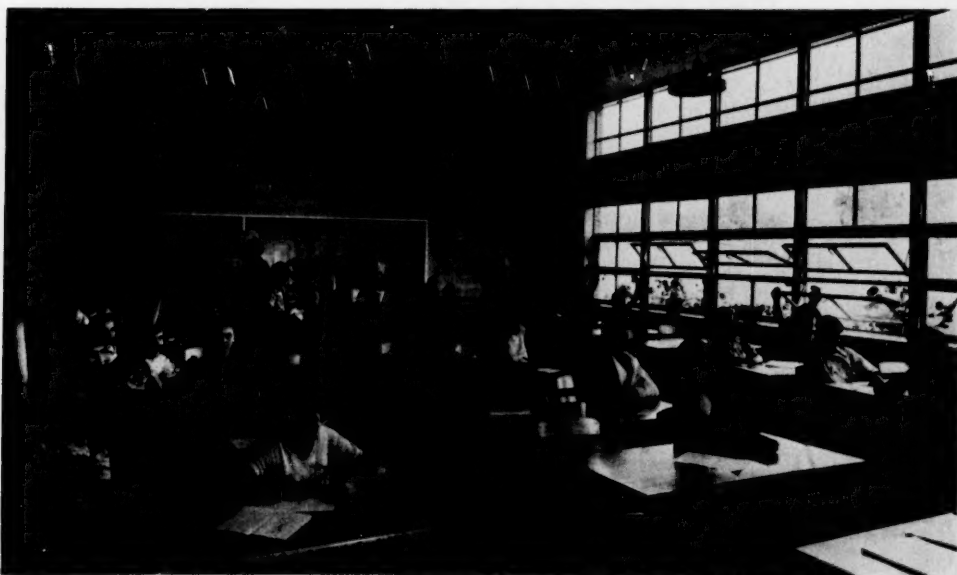
for Rosslyn Heights Elementary School

LORENZO S. YOUNG

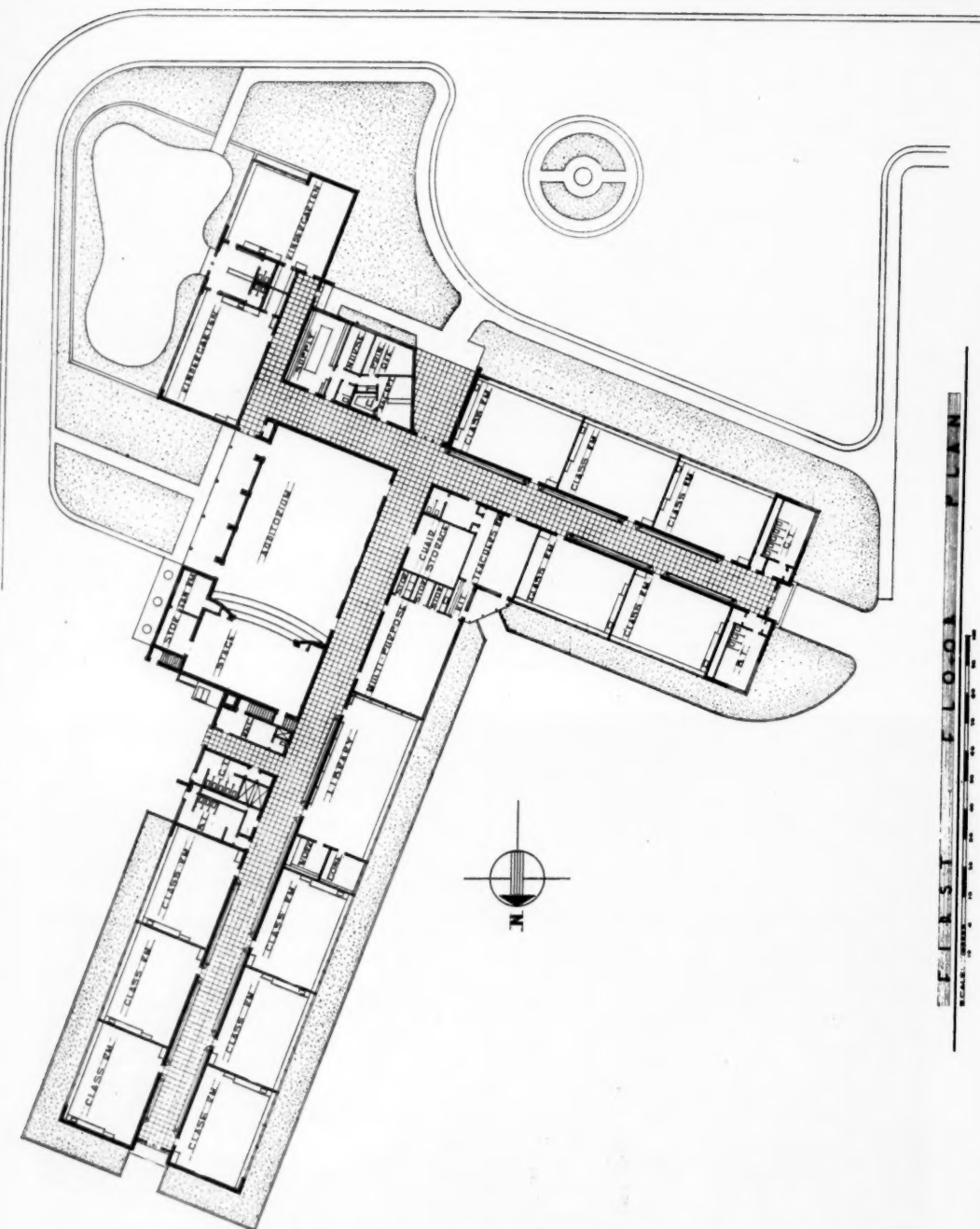
Lorenzo S. Young & Arnold H. Ehlers, Architects
Salt Lake City, Utah

ROSSLYN Heights Elementary School, Salt Lake City, Utah, was completed last year at a total structural cost of \$836,286, which included the general contract, plumbing, heating

and ventilation, and the electrical contract. Built-in equipment, unit book shelving, cabinets, magazine racks, work tables, and teachers' closets were included in the contract. It did not

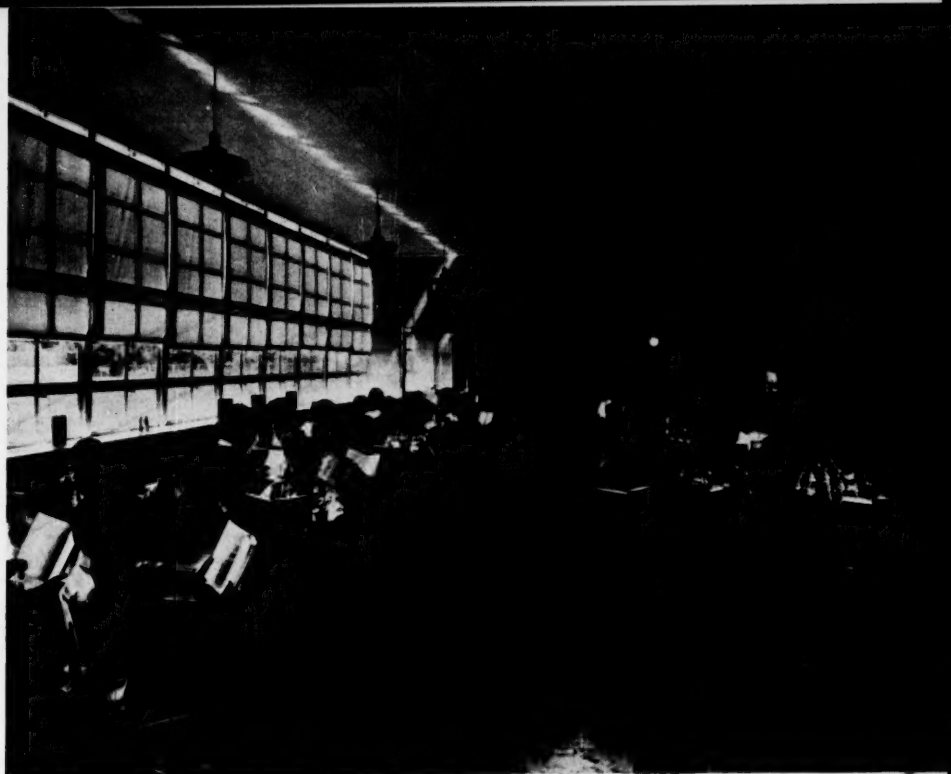


Typical classroom, showing mounting of window shades at center of sash for raising or lowering. Window sills are polished terrazzo, which extends over cabinet below, providing wide waterproof shelf for plants.



PLAN OF ROSSLYN HEIGHTS ELEMENTARY SCHOOL, SALT LAKE CITY, UTAH

Library showing study group. The areas at far end are work and conference rooms. Shelving and magazine racks are all standardized into units and can be moved about freely. Below: A glimpse into the kindergarten.



include the cost of the land, the architectural fee, or the cost of the furnishings.

There are 36,834 square feet in the building, including a boiler room and a fan room in the basement, and 634,

674 cubic feet. The cost per square foot was \$10.45, and the cost per cubic foot was 60 cents.

The building is of Class A construction, with concrete foundations and firebrick exterior walls, steel sash, steel

mullions, and concrete roof. All windows are constructed in 4 foot widths for receiving shades; the mullions between windows become supporting members for concrete girth beams above. The windows have projecting



exterior sunvisors, located two lights high, so that the shades can be pulled to this point, and the other two lights are protected from the direct rays of the sun.

There is no plastering in the building except in the administration area, the teachers' rooms, and the rest rooms. All other interior walls are volcanic cinder block. Classrooms have wainscots, as high as the window sills, of cinder blocks rubbed or given a hone finish and then treated with a colorless sealer. Above this wainscot the cinder blocks were given two coats of a resin base paint.

Corridor walls are volcanic cinder block with a 4¼ by 4¼ inch ceramic tile wainscot applied directly to the block. Above the wainscot the cinder blocks are painted like the classroom walls. Glass block panels set into the walls make the corridors light enough that no artificial light is needed during the day.

PRACTICAL SEAT

One of the features of this building is the corridor tile seat and buttresses with cloak hanging racks between so that the children can sit down while removing their rubbers and overshoes and then put them on the step, out of the way.

All ceilings in the building are furred down and covered with acoustical tile. The concrete floors were applied directly to earth and gravel fill, except the floor over the boiler and fan rooms, which is pan and concrete joist construction. Asphalt tile flooring was used in classrooms, corridors, the administration area, the teachers' room, the library, the storage room, and the auditorium.

Doors, trim, base, cabinets, cupboards, tables and other wooden articles are birch, stained and varnished, with a satin finish. Exterior doors, frames for transoms, side lights, and so forth, are custom built units, finished in polished aluminum paint.

The heating system is two-pipe low pressure steam, with a stoker fired boiler. One fan system delivers tempered air to the classrooms and other rooms. The supply ducts run in the suspended ceiling space over the corridors. Air is introduced to the individual rooms through diffusion grilles, to avoid drafts. The supply air varies in temperature according to outside conditions but is always introduced at lower than room temperature to avoid overheating. Supplementary heat is

provided in classrooms by convectors located under windows to supply heat at the point of greatest exposure and heat loss.

The administrative area, offices, toilet rooms, and other rooms of a similar nature are heated by convectors. The auditorium has a fan system that provides ventilation and heating with steam coils.

The plumbing was installed according to the National Plumbing Code, with a complete hot and cold water distributing system to all lavatories and sinks. Each classroom has its own sink and tiled drainboard and drinking fountain, with a complete system of waste and vent piping to all fixtures. There are four main toilet rooms, with additional rest rooms for teachers and administration rooms, and a complete system of sewage disposal, together with the required piping and connections to the city sewer system.

Standard provisions of the National Electrical Code and applicable local ordinances governed the electrical work. Fixtures for classrooms are concentric indirect units. Fixtures in the auditorium are concealed direct, diffusing glass units. Light intensities are as follows: classrooms, 20 foot candles; auditorium, 15 foot candles; corridors, 5 foot candles.

Convenience outlets for projectors are provided in all classrooms and in the auditorium. A conduit for sound is provided between the stage and the rear of the auditorium.

Duplex outlets on 50 foot centers are provided in corridors for electric cleaning and waxing machines.

A master program clock system is provided, with bells in the corridor and a horn for the playground area. The fire alarm system consists of supervised break-glass stations.

No radio or public address system was installed, but for future installation conduits to the attic are provided from speaker outlets in classrooms and from the attic to amplifiers and a central equipment location.

The site for this building is an L shaped plot of ground containing approximately 7½ acres, located in a fine residential section in the southeast part of Salt Lake City. The area is in the center of the block, with the back yards of residences forming property lines. Entrances to the property had to be developed through a vacant lot on the west and the purchase of a right-of-way to the street on the east.

This might suggest to other school

boards the possibility of using property in the center of a block when the area is large enough. Certainly the school built in such a spot has privacy and quiet, and the children are kept off the streets.

The Rosslyn Heights School contains two kindergarten rooms with separate entrances, wrap racks, and rest rooms; one first grade classroom; two second grade classrooms; two third grade classrooms; two fourth grade classrooms; two fifth grade classrooms; two sixth grade classrooms; a multipurpose room with three storage rooms; a library with a workroom and a committee room at one end; a teachers' room with a rest room; a large room across from the auditorium for the storage of chairs and other equipment; an auditorium, seating 400, with stage facilities accessible to classrooms that can be used for dressing rooms, and the administration area, consisting of a reception room, a principal's office, a nurse's room, a book supply room, and storage space.

All classrooms are 26 by 36 feet; the library is 26 by 40 feet, and the kindergarten rooms are approximately 30 by 40 feet.

GOOD SUPERVISION

The administration area is so located that from it both corridors, the auditorium, and the main entrance to the building can be supervised.

One feature of the school's plan is that the kindergarten wing; the first, second and third grade classroom wing, and the fourth, fifth and sixth grade classroom wing each has its separate play area, rest room facilities, and entrance. This makes possible better supervision by the teachers.

Standardized equipment was used whenever possible. A 4 foot module was used for all window openings and supports, making glass, shades and blinds uniform in size throughout. Also, all bookshelves, teachers' cabinets, work tables, magazine racks, and similar furniture were standardized as much as possible and made in removable units so that they can be relocated in the rooms or moved from one room to another as required. The only units that are permanent in each classroom are the sink and the cabinets, which were standardized in size and design. The height was adapted to meet the children's needs.

Since this school does not require a lunch program, no cafeteria needed to be built.



MAPLE AVENUE ELEMENTARY SCHOOL, CLAREMONT, N. H.



THE Maple Avenue Elementary School, Claremont, N.H., should be of particular interest because it has been completed at a time when school building costs are receiving an increasing amount of attention from educators, planners and citizens.

The past war, fear of a future war, and increased taxation have deeply affected all phases of life in this country, giving us cause to question everything to which we have become accustomed and to reevaluate our thinking in terms not only of our needs but also of what we can afford.

The architect faced by a diversity of educational goals and methods must still be able to produce more building for less money. In the design of this school every effort was made to accomplish this. Careful planning and economical construction, obtained by simplicity of framing and judicious choice of materials, enabled us to build within our limited budget. At the same time we believe that in effecting savings we have in no way increased maintenance costs. We were pleased to be able to provide individual temperature control in each room, thus assuring

a maximum economy of fuel consumption.

In planning this project, the building committee (members of the school board and three other citizens) visited different buildings so that all might have a clear understanding of the architectural elements that constitute a school plant. In this manner all could visualize different types of window treatment, roofs, floors and building materials. Because certain economic

limitations were clearly acknowledged at the start, such investigation was most valuable in determining the standards by which this school should be planned. The size and needs of our project were determined by careful study, while we kept in mind what would be economically feasible.

The genesis of our architectural plan was, of course, the all-important classroom unit. We examined and discussed every conceivable type, size and shape.

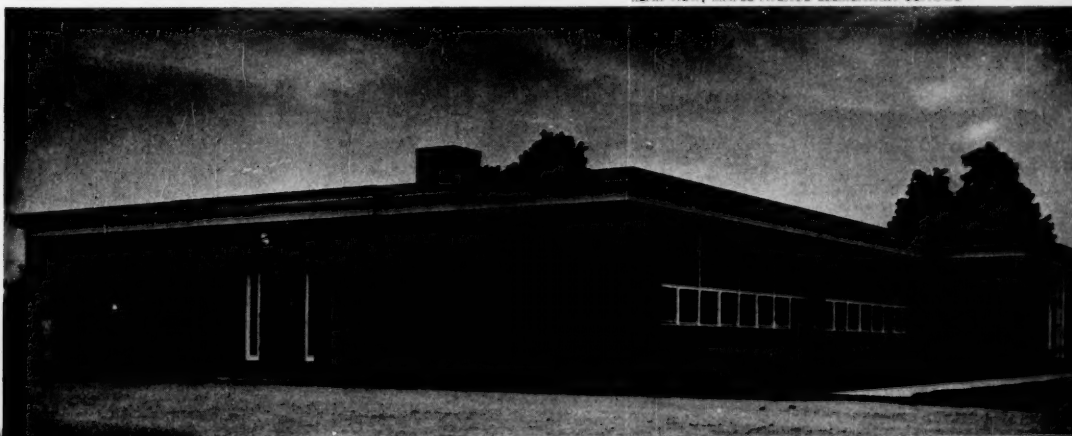
BUDGET LIMITED

but this town gets new schoolhouse that provides flexible, attractive classrooms

F. LESTER TRAFTON

Superintendent of Schools
Claremont, N.H.

REAR VIEW, MAPLE AVENUE ELEMENTARY SCHOOL



Everyone wanted ample classroom wall space, more than is obtained by the use of wardrobes. We considered the possibility of having coat space in the corridors but we did not accept this as desirable. Coat rooms were provided on the corridor side of each classroom, an economical solution resulting in more equalized spans. The coat rooms are equipped with hooks for coats and hat and shelves for lunch boxes.

Since an elementary classroom is a self-contained unit, it is flexible because of its equipment and internal arrangements. We decided upon movable sectional units for project storage and books rather than built-in equipment. This decision also saved us some money.

Other interesting features of our classroom unit are: ample storage closet and teacher's closet and directional glass block windows to provide

uniform daylighting over the entire room. Each classroom has a display window opening into the corridor. This window has a shelf for the display of work, with a light overhead. The size of each classroom is 22 feet by 35 feet.

Our one-story building plan, we believe, satisfactorily resolves the needs of the school into a well integrated and balanced design. This plan is so arranged and oriented as to fit best the existing site. All classrooms have either morning or afternoon sunlight. The site, which was purchased nearly 40 years ago, precluded any arrangement other than having the length of the building run from north to south. The building has been placed 100 feet from the main thoroughfare with access to a side street to reduce traffic congestion and to provide a route for the bus. The building has been so

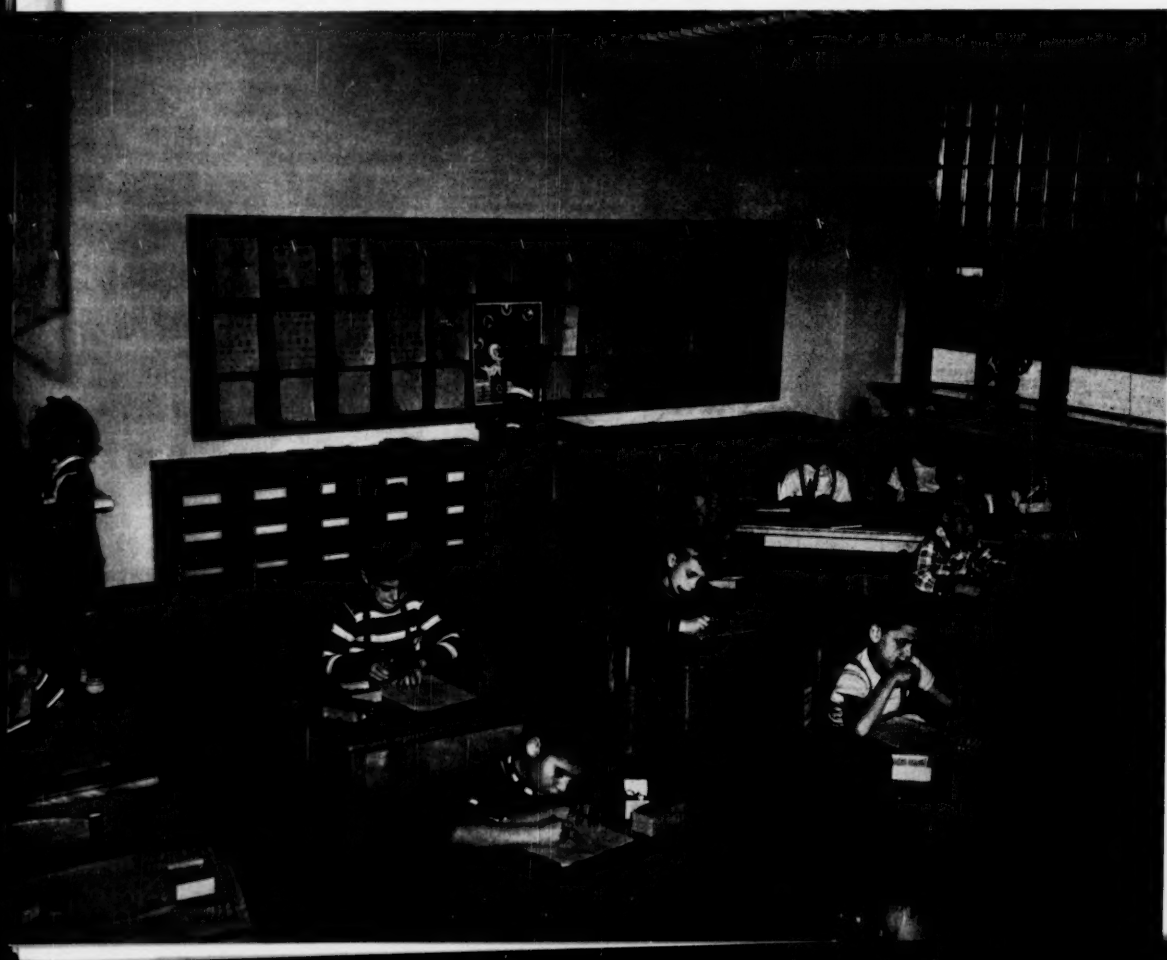
located as to allow maximum use of property.

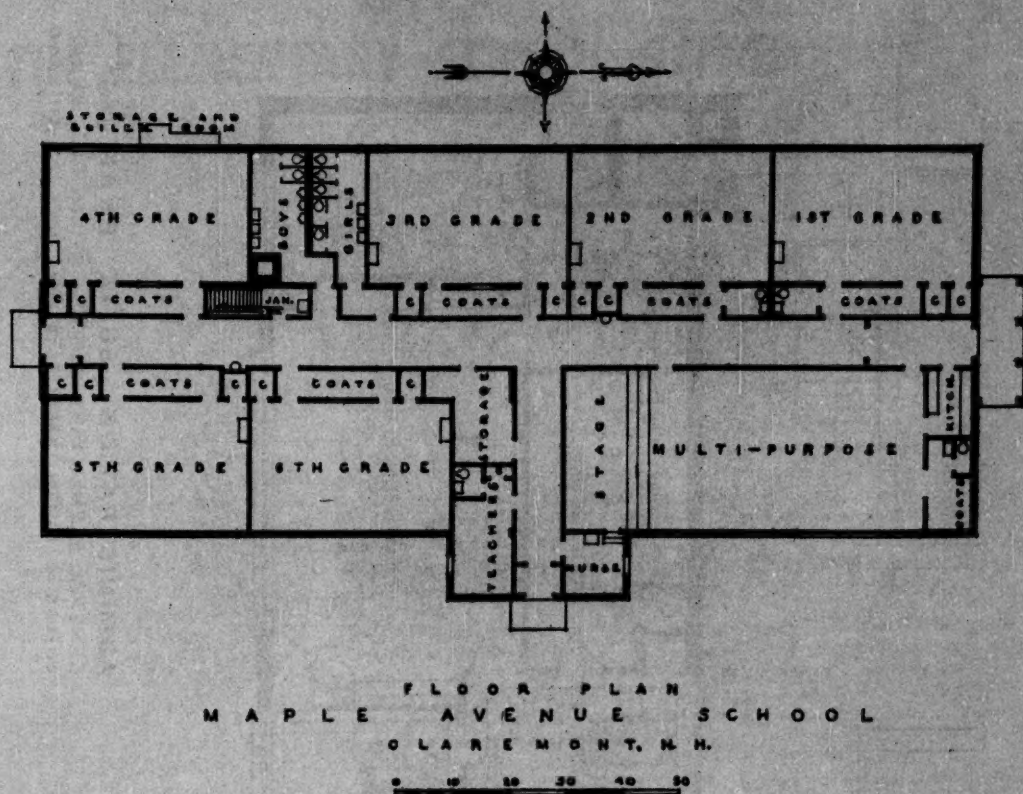
The kindergarten and primary grade children may enter and leave through the north entrance, using the west play area, while the pupils in the upper grades use the south and east entrances and a larger play area south of the building. Future expansion is provided for at the south end of building. The kindergarten and primary classrooms have toilets adjacent to each room.

The kitchen at the front of the building has proved satisfactory. Classrooms are lighted by two rows of seven fixtures, each with two 40 watt fluorescent tubes. Fixtures with circular 40 watt fluorescent tubes are used to light the corridors.

As was mentioned previously, this building has pneumatic individual temperature control for all rooms. The ventilation system consists of a large exhaust fan located on the roof and connected by ducts to each classroom and a smaller exhaust fan connected in the same way to the toilets. The system

Each classroom is a self-contained unit. Project storage sections and bookcases are movable, not built-in. Not shown is the display window opening into the corridor. Dimensions of the room are 22 by 35 feet.





for classrooms is, of course, separate from that for toilets. To get fresh air in the classrooms the teachers open a window or windows.

The large general purpose room is equipped with two unit ventilators complete with fans, motor and heating elements. Plumbing fixtures are of best quality, and sinks are provided for all classrooms. Electrical fixtures in classrooms and corridors are fluorescent. A pipe space exists under the entire building so that all plumbing is accessible. This feature also achieves flexibility of services, permitting future additions or changes of electrical and plumbing services.

Briefly the construction of this school is as follows:

Walls: Cinder concrete block with sandstruck brick veneer on exterior walls.

Floors: Concrete slab on wire lath; concrete reinforcement on steel joists.

Roof: Built-up tar and gravel roof; fiber glass insulation on wood deck on steel joists.

Finishes: Flush veneer doors, metal door bucks, wood trim, ceramic tile on toilet floors. There is 3/16 inch asphalt tile on floors of classrooms and corridors. The multipurpose room has a wood floor. The walls of two classrooms are canary yellow with leaf green trim; of two others, sea green, with leaf green trim, and of the other two classrooms, peach, with wine trim.

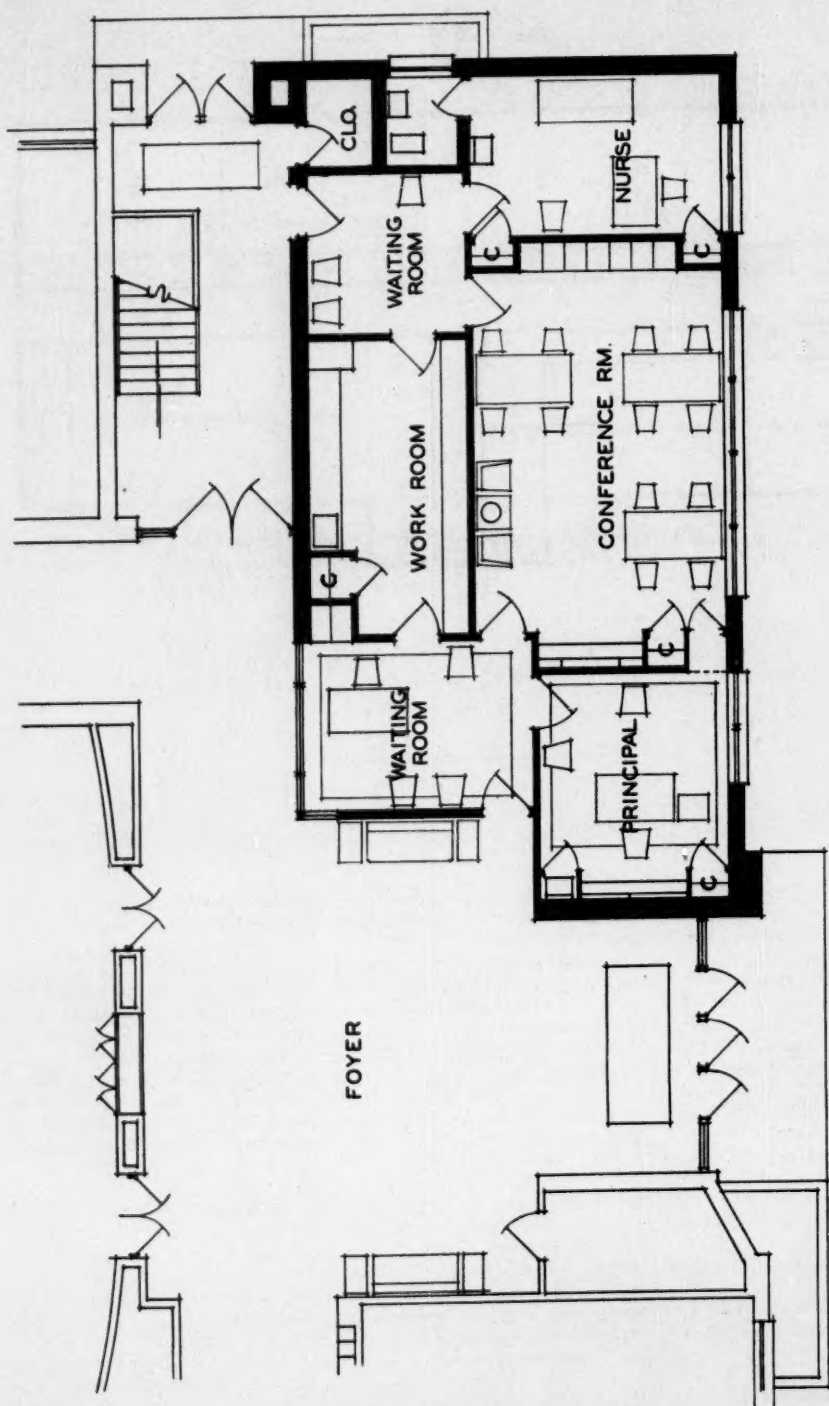
Economies start with planning, and such planning must fit the local situation. The total cost of this school is \$150,000, including equipment, landscaping, sidewalks, fence and fees. The building contains six classrooms, supply storage space, playground storage space, teachers' room, nurse's room, kitchen and multipurpose room (kindergarten). The last named is near the main entrance so that when it is used

by the community the entire building does not need to be opened.

In achieving an integrated design meeting the needs of the program, we have strived to have this building not only functional as to needs and structure but also satisfactory from an esthetic standpoint. We have emphasized color, using warm cheerful home-like colors, and have kept our wood finishes light. The scale has been kept small where possible, as in the corridors, where the ceilings are as low as those in the children's homes.

We have given more study to details and exterior design than is perhaps necessary to mere function, but we hope that this building will effect a pride of community ownership, serving also as an attractive symbol rather than as a mere factory.

Architects for the school were Orcutt and Marston, Hanover, N.H. The building was occupied in March 1951.



ADMINISTRATION SUITE PLAN . . .
CENTRAL ELEMENTARY SCHOOL WILMETTE, ILLINOIS
CHILDS & SMITH ARCHITECTS . . . CHICAGO

THE ELEMENTARY SCHOOL OFFICE

fronts for the whole system



MILLARD D. BELL

Superintendent of Schools
Wilmette, Ill.

THE elementary school office is still something of a myth. Those offices that actually exist "just grew." This is in contrast to an area designed to fill definite needs, such as, generally, the main or central offices of a school system and, certainly, successful business and professional offices.

Low ceilinged, loft-like cubicles overhanging an entrance or at the extension of the stairwell on the second floor are the commonest types of elementary school offices. Why does this condition exist? Probably logical or specialized reasons could be given, but the near universal neglect of this part of the building suggests that it is because little if any thought has been given by the professional educators to the importance of the elementary school office.

THREE CRITERIA

This part of the school is, however, of great importance and even more so because of its neglected state. The school office fronts for the whole school system. Children, parents and the nonparent public get their first introductions to the school through the office. What kind of introductions are commonest? Do they actually reflect the school? Three criteria are:

1. A good office, whether school, business or professional, must have a good location for the services it is expected to provide. Good location means accessibility, convenience and adequate provisions for the flow of traffic.

2. A good office must also ensure privacy when needed. Location and flow of traffic have direct bearing, but privacy makes further demands on the office layout.

3. School offices require proper furnishings just as other offices do.

These criteria suggest the many concrete considerations for planning an elementary school office. The location of this unit should be on the first floor near the main or front entrance of the building. It should have prominent identification and a conveniently located entrance.

A reception room and a private office represent the minimum for any school. This minimum is the least that will ensure the privacy that a school should grant its pupils, parents and staff. Most situations call for more rooms than the two basic ones. For example, a workroom for clerical help and for teachers, conference or committee rooms, and storage space for general supplies are being included in many planned offices. The Central School in Wilmette has these features, plus a connection with the health unit. The plan is to enable staff members to give the health unit supervision when the nurse is not present.

FEELING OF FRIENDLINESS

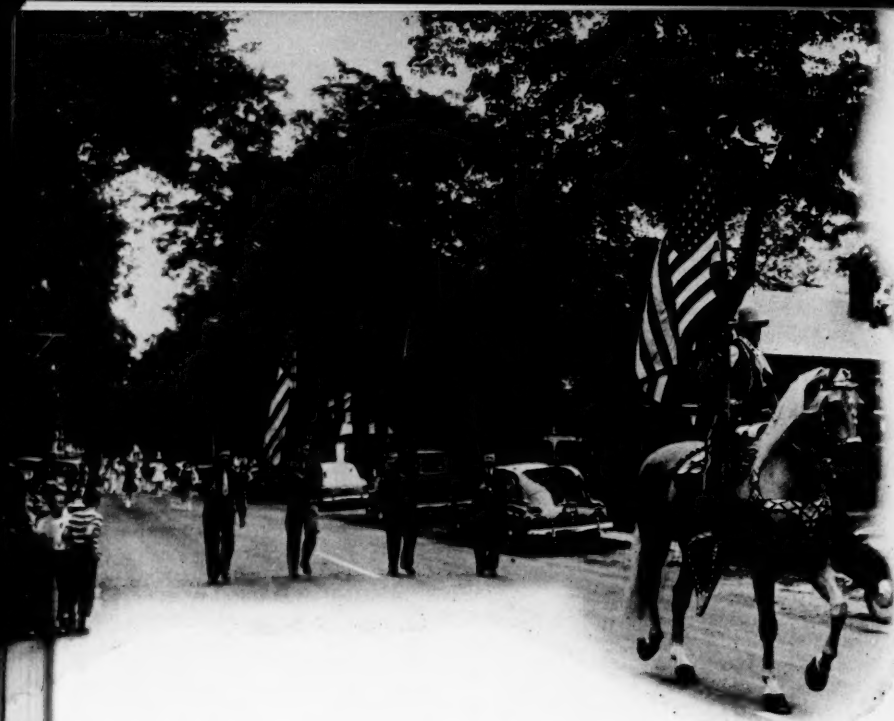
Proper furnishings and room layouts for elementary school offices need considerable study, and possibly every system requires a unique or distinctive office pattern. The office should truly reflect the school; therefore, its furnishings should be on a par with those in the rest of the plant. Excess either way is misrepresentation, whether so intended or not. Within the limits of the quality of the furnishings, many parts of the school philosophy can be displayed. Cleanliness or just plain housekeeping starts with the office, but also the feeling of being lived in must start here. Colorful, comfortable furniture costs no more than "school brown." Wallpaper and bright paints often make draperies unnecessary and should typify the building's decoration.

The most important item in any professional office is an intangible feeling of "rightness" or appropriateness. In other words, when a person goes to see a lawyer he expects a "law office"; when he goes to see a physician he expects a "doctor's office." In an elementary school office there should be a feeling of welcome, friendliness and the presence of little children. An open-door policy is needed—a real open door. The office can reflect a school where these characteristics are truly accepted as goals. It requires a little planning and a lot of living.

GET RID OF COUNTER

A few barriers to the kind of elementary school offices that would fairly represent many schools are oftentimes overlooked. For some reason it has been accepted as good professional technic to talk from behind a desk and preferably over it. But anyone who has tried counseling or selling could testify to the value of getting rid of that barrier. For the same reason, likewise, the counter frequently found in many offices is out of place in an elementary school. Traffic is never such as to demand it and certainly the product is not something to hand out over a counter. Why do counters exist in elementary school offices? Either because no one has thought about it or because the school is not recognizing that its No. 1 client is the little child.

All our school offices would more truly fit the professional picture if more of the stock-in-trade were displayed. Wall display frames in which children's work can be seen and show windows for the same purpose would do much to help the elementary school office become the true representative of the school.



A parade, led by beautiful palomino, is the first event of the annual Connecticut Valley Exposition. Bradford Academy, now a public school, and the Future Farmers of America are sponsors.

This school operates a **COUNTRY FAIR**

ROBERT S. IRELAND

Former Principal, Bradford Academy
Bradford, Vt.

THE educational value of the country fair has long been realized by school officials. Students usually have been excused from regular school attendance to exhibit livestock or produce at fairs. There is probably no better way to test one's knowledge or to learn of the good points of Guernsey cows than to mingle and talk with the people who buy, raise and sell them. The same applies to beans, cucumbers and corn.

It also is possible for a good young exhibitor to earn some extra cash in prizes. In fact, boys (and a few girls, too) have been known to earn sufficient amounts at fairs to supply them with personal expense money for the rest of the year.

In addition, the mechanical exhibits are stimulating and instructional for young farmers. Almost all boys are interested in learning the "hows" and the "whys" of the new types of equipment on display.

J. Arthur Peters, instructor in vocational agriculture at Bradford Academy, recognized the value and educational possibilities of a fair. In fact, he recognized far more and suggested that Bradford Academy consider a school operated fair as an educational project involving all students. Fortunately, other developments at Bradford Academy lent support to his suggestion and ultimately enabled his ideas to take form.

Directly after the end of World War II, the school district purchased a large plot of land between the academy building and the river. Members of the school board and the superintendent were convinced that the land could be used as a school and community recreation field. The community, as well as the school, was canvassed for assistance and was organized for the development of the field.

The Bradford Community Club, a local men's service organization, undertook the major responsibility for raising funds and obtaining volunteer labor, but all organizations in the area

were active in at least one aspect of the process. It was decided to make the field a living memorial to those who lost their lives in the war, and therefore it was named the Bradford Memorial Recreation Field.

Local citizens from all walks of life, students, engineers, clerks, businessmen, and their wives assisted in planning, in supplying the necessary labor, and in furnishing funds for special work. Town and village machinery was used as much as possible for earth moving and grading. The result, even though the field has not been entirely completed, is a large and useful plot of land for physical education, athletics and recreation for both the school and community. Further development is expected to make it beautiful as well as useful.

Under the guidance of Mr. Peters, the Bradford chapter of the Future Farmers of America (F.F.A.) organized the first annual Connecticut Valley Exposition. It was inaugurated in September 1948, more than 200 students and many other citizens participating.



A portion of the fair grounds of the Connecticut Valley Exposition. The country fair is held in September; the fourth exposition was last year.

People were pleased with the results of the first exposition, and for weeks after the event conversation throughout the area centered on the question of how to improve the project for next year. The Connecticut Valley Exposition having won its first battle for existence began to grow rapidly.

Such growth required a broader base of support and responsibility. With this in mind, the Bradford Community Club was invited to become a partner in the enterprise. An agreement was made whereby the community club assumed the responsibility for ticket sales, financial accounting, and the supplying of some of the labor required for the operation of the exposition. The club was to be represented on all planning committees. In return, the club was to receive a percentage of the net profits. Thus joint cooperation made it possible to expand the program and also strengthened the feeling of joint school-community responsibility.

Several additions to the school facilities further improved the exposition's

opportunities for success. In 1949 the school board purchased a large prefabricated metal storage building. Although it is used primarily for instructional purposes involving heavy farm equipment, it can be temporarily adapted for the housing of livestock during the fair. Once again, labor and services furnished by local industry, individual citizens, boys of the F.F.A., and their dads made the undertaking possible.

Many other items useful in the operation of a fair were procured through the services of the Vermont State Department of Education's surplus property division. Floodlights, loud-speakers and amplifiers, telephones and tents are examples of the equipment obtained.

The Connecticut Valley Exposition is at present considered an integral part of the learning program at Bradford Academy. Learning to get along with people and to work as a member of a group striving toward a worth-

while goal is fundamental to our way of life. Wisdom and judgment do not accrue only from the gathering and memorizing of information. Practice in the making of decisions in the light of available information and advice and in the testing of these decisions in action also is necessary.

The process of education primarily involves two personalities: first, the student living in his community, and, second, the teacher helping him by means of the school program to understand and take his best possible place in it. Bradford's teachers agree that the Connecticut Valley Exposition is a learning project that does help the student become better acquainted with his community and its citizens as well as with his school and his teachers. They are sure the fair offers valuable experience in human relations and practice in the use of democratic group processes.

The success of the Connecticut Valley Exposition depends on the coopera-

tion of school officials, students, community club members, and many other citizens. Such interdependency tends to create an interest on the part of each participating group in the well-being of all. Students and new teachers particularly become more aware of the character and unique assets of the community. At the same time, citizens are in a position to understand the tremendous potential of the school in helping to make their community a better place in which to live. It was undoubtedly these facts that led Fay G. Whitcomb, present superintendent of schools for Bradford, to cite the exposition as a most effective agency for the development of good public relations.

Within the school, a great deal of emphasis is put on providing experience in good democratic procedures. Each class organization has the opportunity to operate a concession under a contract with the F.F.A. chapter. The F.F.A. agrees to arrange for the procurement and storage of all game equipment and prizes and to furnish each concession with a covered booth or place of business. In return, the F.F.A. receives a portion of the profits of each organization.

Otherwise, each organization is on its own, and decorating, advertising, obtaining necessary equipment (such as for cooking), scheduling personnel, buying supplies, and the handling of all money are some of its responsibilities. Thus one may find the president of the senior class cooking hot dogs at the senior booth during the fair while another member of the class serves his turn at the cashier's desk. One might also find the faculty adviser of another class dishing up ice cream as part of the duties to which he was assigned, along with the other members of his class.

PLANNING IS ON SCHOOL TIME

Efficient performance of their duties requires a considerable amount of planning on the part of the members of each organization. Since this is valuable educationally and can be assisted by teacher guidance, school time is allotted for the purpose. Committees are appointed, schedules are arranged, and duties are delegated. Telephone calls and interviews are made. Bookkeeping procedures and methods of accounting are discussed and adopted. Records of decisions and actions are kept.

Students engaged in operating a



Some of the exhibits are located in the school building, as the sign indicates.

concession quickly realize that success depends not only on their own ingenuity, initiative and ability but also on the ability of their "competitors" to make a success of their projects. For example, students recognize the importance of presenting a consistently attractive front to the customers. Members of different organizations are frequently found helping one another dress up and clean up their booths and have sometimes been instrumental in forcing backsliders to keep up with the rest. In other words of one junior class boy:

"We have to work together to make this fair pay off. We could have the best concession in the state and still not make any money if the program, the displays, and the other concessions were not good too."

The fair also serves as a continuing source of construction projects for boys in the agriculture department. The building of bleachers, fences and stalls for livestock; the planning, construction and painting of concession booths and ticket stands, and the erection of permanent lighting fixtures are examples of such projects.

The financial interest connected with the Connecticut Valley Exposition is considerable. During the three years of its existence, the Future Farmers have earned an average net profit of \$1000 a year. Student organizations have earned about \$500 a year, and community groups have averaged more than \$700. In addition to profits, about \$2000 has been made available

annually as prize money for exhibits, displays and special features. Most of the prizes are, of course, collected by individual exhibitors and showmen.

Commercial exhibitors, too, have felt well repaid for their efforts, many of them calling the fair one of their most effective advertising ventures.

WHERE THE PROFITS GO

A relatively large portion of the profits has been used to improve the educational and recreational opportunities of the Bradford community. Both local and school organizations often have donated part of their profits for further development of the Bradford Memorial Recreation Field. The remainder usually is used for supplies and equipment to enhance each organization's own program.

Chief among those profiting from the fair is the sponsoring F.F.A. chapter. In addition to being the greatest organizational contributor to improvement of the recreation field and to the educational facilities of Bradford Academy, much of its profits during these initial years has been invested in field development, in permanent fair equipment, and in farm equipment.

The farm equipment so purchased serves three purposes: (1) for instruction; (2) for work on school projects, such as logging operations in the school forest, and (3) for use by the boys on their own individual projects. The only expense in the latter case is the cost of operation of the equipment on the projects.

Supreme court defines **CHURCH-STATE SEPARATION**

for public schools in New Mexico

THE right of a school board to hire teachers who wear a distinctive religious garb has frequently been questioned. While this is not a new problem, it appears to be of unusual interest at this time. Therefore, a recent decision rendered by the Supreme Court of New Mexico is particularly timely.*

This was an action against members of the state board of education; members of the county, independent or municipal boards of education which had jurisdiction over the schools involved; the state educational budget auditor, and various Sisters and Brothers, members of Roman Catholic religious orders, who were teaching in the schools concerned. The general object of the plaintiffs was to have the teaching of religion declared illegal, to bar those teaching religion permanently from holding positions in public schools, to have all members of Roman Catholic religious orders declared ineligible to teach in the public schools, to have expenditures of public funds in aid of parochial schools declared void, and to obtain injunctions to "put into effect the declarations of law which might be made in the declaratory judgment."

PAROCHIAL SCHOOLS SUBSIDIZED?

The case was originally tried in a lower court, and from its judgment plaintiffs appealed and defendants cross-appealed. Numerous schools and a considerable number of Sisters and Brothers, generally referred to as Religious, were involved. The facts were quite complicated, as exactly the same situation scarcely prevailed in any two schools. The acts complained of, however, were of the same general type. Some school districts or school boards were charged with subsidizing parochial schools by holding school in buildings owned by the church, by expending public funds for paying

parochial school teachers, by transporting pupils in attendance at parochial schools, and by furnishing these schools with materials, such as books and pamphlets. In these schools pupils were given religious instruction during school hours and were taught and recited prayers peculiar to the Roman Catholic Church. Church literature was used in school and distributed to the pupils.

Some other districts used public school buildings to house their schools but employed Religious as teachers and administrative officers and paid them from public funds. In some schools pupils were released during school hours to attend Mass and confession. Religious instruction was provided in some schools—sometimes before school opened and sometimes after school closed; religious pictures were hung on the walls, and some sectarian textbooks were used. A complete list of textbooks had been adopted by the state for use in Catholic schools only. These were furnished free of charge to parochial and to some public schools. Some districts paid salaries directly to the Religious employed; others paid the money to the orders to which the Religious belonged. In some schools Sisters employed by the board taught religion. In others such teaching was done by other Sisters not paid by the board. In some schools Catholic Brothers were hired as teachers.

In some schools bus schedules were so arranged as to get children to school one-half hour before school began for religious instruction. In others, buses were held for one-half hour after school closed so that children could attend religious classes. In those schools without libraries or assembly halls non-Catholic children necessarily had to attend these classes in inclement

weather. Some Religious apparently looked to the local parish priest as their superior and acted on his orders. Generally, school boards relinquished their responsibility for selecting and assigning teachers to the head of the Order and accepted her decisions without question.

SHOWDOWN CAME

Eventually, a showdown came over the question of teaching religion in Dixon schools. For years the public school had been housed in church property with Religious as teachers. In this community, Protestants and Catholics were about evenly divided in numbers. The former objected to these educational arrangements but were advised by the board that there were no funds for a new building. They thereupon donated funds and labor, erected a new school building, gave it to the county and asked that lay teachers be employed. This request was denied, and the new school was placed under a Sister as principal. Later a committee of Protestants appeared before the county board and asked that the teaching of religion be discontinued. The board decided that it did not have jurisdiction and declined to act. The protestors were referred, by the board, to the state board of education. The state board contended it was a body to hear appeals only, and without a written appeal it could not act.

The state superintendent, who was ex officio a member of the state board, called on the archbishop of the diocese of Santa Fe and asked for his help. At a later session of the state board, a directive for the operation of the Dixon school was adopted. It provided that the new school would teach only Grades 1 through 6 and that only qualified lay teachers and a lay principal would be employed. It also pro-

LEE O. GARBER

Associate Professor of Education
University of Pennsylvania

*Zellers v. Huff, 236 P. (2d) 949 (N.M.).

vided that Grades 7 through 12 would be taught by Catholic Sisters and that there would be no religion taught in either school on school days.

The archbishop directed a letter to all Religious teaching within the archdiocese of Santa Fe which stated that, in view of the present "agitation against Sisters in public schools and to avert grave future difficulties that could prove disastrous to the continuation of Sisters in public schools in the state of New Mexico," no religious instruction be given in public school buildings by teachers on school days. He also stated that buses would not get to school early or be delayed after schools' closing because of classes in religion. He wrote a special letter to the Religious at Dixon requesting the removal of all religious emblems from public schoolrooms and forbidding the saying of prayers and the giving of religious instruction in schools on school days. He stated that any Sister who did not obey would be removed from the Dixon school.

The archdiocesan superintendent of Roman Catholic schools in the Santa Fe diocese accompanied two representatives of the state department to Dixon to put the directives into effect. The archdiocesan superintendent delivered his orders to the Sisters and the representative of the state department gave its directive to the lay teachers. It should be noted here—and it was so pointed out by the court—that it was the archbishop and not the public authorities who was responsible for the cessation of sectarian religious instruction. He not only directed that the teaching of religion be stopped but also directed changes in the arrival and departure times for school buses. Out of this situation this case had its origin.

RULINGS OF LOWER COURT

In its decision, the lower court made a number of rulings:

1. That 139 defendants be forever barred from receiving any school money or employment in the public schools of the state of New Mexico.
2. That pupils were subject to the supervision of school authorities from the time they arrived at school until the time they left.
3. That the constitution of the state of New Mexico requires the state board of education to adopt a uniform system of textbooks.
4. That it is unconstitutional to:
(a) adopt sectarian indoctrinated text-

books, (b) furnish sectarian textbooks to public or parochial schools, (c) furnish free textbooks to other than tax-supported schools, (d) furnish free transportation to parochial school pupils, (e) teach sectarian doctrine in public schools, (f) hold tax-supported classes in buildings owned by the Roman Catholic Church, an order of the church, or an official thereof where part of the building is used or retained by a parochial school.

5. That there was no separation between church and state as contemplated by the constitution.

6. That it was unlawful for the state educational budget auditor to make or approve any budget that provided for the payment of public funds to any of the defendants who taught sectarian doctrine in tax-supported schools.

7. That 12 of the schools were, in fact, Roman Catholic parochial schools illegally subsidized in part by state funds.

8. That funds expended for the state of New Mexico "in furnishing bus transportation for pupils and free textbooks are illegally used in furtherance of the dissemination of Roman Catholic doctrines to students attending in compliance with the New Mexico compulsory attendance law in 24 named schools."

In addition, the court enjoined various defendants—the Religious, the members of the state board of education, the state educational budget auditor, and local boards—from permitting, allowing and engaging in (as the case might be) the practices it declared to be illegal and unconstitutional.

The plaintiffs appealed to get more relief than was granted. The attorney general appealed, on behalf of members of the state board of education and the educational budget auditor, questioning the right of plaintiffs to maintain a declaratory judgment action against state officers. The Religious defendants who were enjoined from again teaching in the public schools of New Mexico also appealed.

The Religious appellees urged that the question was moot, on the grounds that the archbishop's directive resulted in discontinuing the teaching of religion, that the state board had adopted a policy prohibiting the wearing of religious garb by teachers in public schools and the holding of tax-supported classes on church property, that following the adoption of this state

board policy the archbishop notified the state board that no contracts between the Religious and boards of education would be renewed at the close of the 1950-51 school year, and that no church property was being used for public school purposes. The supreme court held that if the state board and the archbishop continue the policies announced the conditions complained of would be eliminated, but it recognized the fact that changes in personnel take place from time to time. Therefore, because there was no authoritative declaration of law on the subject, it declined to treat the questions involved as moot.

The plaintiffs made many assignments of error relating to the right of the Religious to teach in public schools, to wear religious garb while teaching, and to draw public money as teachers. They urged that the payment of such money is in effect "an aid to a religious order in aid of its particular religion" and that this was in violation of the First Amendment to the United States Constitution, the Enabling Act, and certain sections of the New Mexico constitution and statutes.

The court reviewed these references, only one of which is quoted, in part, here—Section 55-1102, N.M.S.A. 1941 Comp.:

"No teacher shall use any sectarian or denominational books in the schools or teach sectarian doctrine in the schools, and any teacher violating the provisions of this section shall be immediately discharged, his certificate to teach revoked, and be forever barred from receiving any school monies and employment in the public schools in the state."

The appellants complained because the trial court did not bar all the Religious defendants who, the record shows, violated the law just mentioned from teaching in the public schools of New Mexico.

The state supreme court recognized that many who had taught religion, as shown by the record, were not enjoined but pointed out that the violations were of different degrees—that there were more violations by some than by others. It stated it was difficult to determine where the trial judge drew the line, but as "granting or denial of an injunction is to a great degree a matter resting in the conscience of the chancellor, we will accept his decision on this point." In so ruling, it took into account a situa-

tion of many years' duration and the fact that the teaching of religion in public schools was known to the authorities and condoned, even encouraged, by them.

The plaintiffs also urged that the Religious should be barred from teaching in the public schools because of their membership in a religious order. Concerning this, the court said:

"The Religious have taken vows of poverty and all their earnings go to their respective orders, the Religious in turn receiving care, housing, clothing and maintenance. In all probability the money received by the orders exceeds such cost. However, they receive only the same salary as other teachers and we do not feel this is the aid to religion or the church denounced by the federal and our state constitutions. . .

"While the compulsory school attendance laws, public funds and public buildings may not be used for the teaching of sectarian religion, and, as stated in the *Everson* case . . . affirmed in the *McCormick* case . . . there must be a wall of separation between church and state, still we are unwilling to follow the Missouri court [*Harfst v. Hoegen*, 349 Mo. 808, 163 S. W. (2d) 609] on this point and bar the Religious as teachers in our public schools by virtue of their membership in a religious order."

NO RELIGIOUS GARB

The plaintiffs urged the supreme court to rule that the Religious not be allowed to wear religious garb while teaching in public schools. The court pointed out that the state board of education had passed a resolution to this effect, but because of the possibility of changes in personnel it felt compelled to rule on this matter. It said:

"We hold the trial court erred in denying an injunction on this feature of the case. Not only does the wearing of religious garb and insignia have a propagandizing effect for the church but by its very nature it introduced sectarian religion into the school.

"If the Religious are again employed in our public schools they must not dress in religious garb or wear religious emblems while in the discharge of their duties as such teachers. They must also refrain from the teaching of sectarian religion and doctrines and the dissemination of religious literature during such time. Furthermore, they must be under the actual control

and supervision of the responsible school authorities. A church cannot be permitted to operate a school system within our public school system."

In their cross-appeal the Religious contended that the court erred in enjoining the rental of church property for school purposes. They argued that if school authorities had control during the hours school was in session, it was immaterial that the church had control at other hours. Because the title to such property was in the archbishop, who was not a party to the suit, and because school boards did not complain, the supreme court ruled



that the cross appellants were without authority to attack this aspect of the judgment.

The lower court barred certain Religious from ever teaching in public schools because they had taught religion in such schools. It was contended that this was given before and after school hours. The court held that the school day actually embraced the 30 minute period preceding the opening and following the closing of the school, the time when religion was taught and prayers recited. It said:

"The practices prevailing in each of the schools where religion was taught were so uniform that we must conclude they were a part of a general plan and design to circumvent the constitutional and statutory provisions prohibiting the teaching of sectarian religion in the public schools. . . . The Religious by their actions having made the 30 minute period a part of the regular school day and had the buses operate in cooperation with such plan, and, in addition, utilizing the compulsory attendance law, cannot be heard to say they were holding such religious classes only before or after school hours."

The appellee teachers contended that the punitive decree barring them from forever teaching in the public schools is in the nature of a criminal "penalty for violation of a statute so vague and uncertain as to deny them

due process of law." It was held such was not the case, that the law was not so vague as to be subject to misunderstanding, and that the trial judge was not capricious or arbitrary. Of the judge, the court said: "Conversely, it seems to us he was very charitable in its application."

The Religious also urged that a specific intent upon their part to violate the statute was prerequisite to its violation. To this the court replied: "The record . . . clearly establishes such intent."

The Religious also contended that this suit could not be maintained until the plaintiffs had exhausted administrative remedies. They cited a law requiring a school board to follow certain procedures in discharging teachers for cause and contended the school board should have followed the requisite procedure if it was necessary to dismiss any teachers. The court pointed out that the plaintiffs attempted to appeal to the board but were denied a hearing; that they might have brought an action in mandamus, but this would have been an idle gesture; that, with the known attitude of the state board of education, appeal would have been an idle gesture.

The court did review the testimony—some 2200 pages—and held there was not sufficient evidence to justify barring some six or eight Sisters from forever teaching in public schools and so ordered the ban of the lower court to be lifted with respect to them.

The state board of education, its members, and the state educational budget auditor asked the court to dismiss the injunction against them. This the court did for reasons not important here.

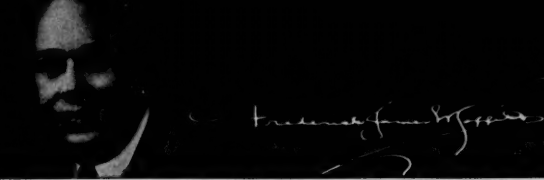
A FEW EXCEPTIONS

In summary, the supreme court affirmed the judgment of the district court with the following exceptions:

1. Because of lack of evidence to support a finding that they taught religion, it ordered the ban against forever teaching in the public schools to be removed from some six or eight of the 139 defendants so barred by the lower court.

2. It held the trial court should have granted an injunction against the wearing of religious garb by teachers while teaching in public schools.

3. It held injunctions should not have been issued against the members of the state department of education and state educational budget auditor.



HOW IT ALL BEGAN

1 — Home Work

IN THE EARLIEST DAWN of history, before even Harold Rugg had bemused the populace with his theories of social studies, little Neander came home from school bawling his myopic eyes out.

"What gives now?" said his dad, fearful lest the Paleontoli P.T.A. was putting on the pressure for a new attendance drive.

"The teacher got sore because some kid socked him playfully with a little dornick," blubbered Neander. "He says the whole class must spend the night figuring how many dornicks break a door. It ain't fair because I was planning to listen to the Lone Reindeer. There's a swell educational program by the Lady Wrestlers, too."

Neander's mother, who was busily making some imitation artifacts for the tourist trade, blew her top.

"The old aurochs," said she, referring to the teacher. (In those benighted days, before the advent of public relations, teachers were not regarded with reverence, as they are today.) "How does she expect us to learn the boy anything when she can't do it herself?"

"By the beard of the woolly rhinoceros," shouted Neander Sr., "never let it be said that a son of mine is so dumb that I can't learn him. Go out and gather the dornicks, old woman, and I'll do the problem myself."

"It will probably be wrong as usual," complained little Neander, as he picked up a juicy marrow bone and settled down to enjoy the Lady Wrestlers.

PRACTICAL PROJECTS FOR PRINCIPALS

The Post Office Project

AMONG THE MOST time honored and time consuming projects ever initiated by an unsuspecting teacher the Post Office Project ranks high. Therein the happy little folk are expected to gain proficiency in computing, writing, spelling, licking, stamping, finagling and many other wholesome outcomes, if any. When properly presented, the Post Office Project gives the kiddies a lifetime interest in a business that has cost the taxpayer an ever increasing amount since its inception in 1787. The project is a wholesome one for any grade.

What an innocent and gladsome furor arose when I first announced the Post Office Project in my school! The only unfortunate incident was that little Mabel's family thought that "Post Office" was a kissing game and Mabel's mother registered a bitter protest with the board of education. The local newspaper also printed a severe stricture pointing out that the school should not thus openly give encouragement to the political party in power which, it claimed, was using the postal system for propaganda purposes.

However, these minor flurries failed to dim the en-

thusiasm of the little ones. Johnnie volunteered to supply real letters from a secret cache in his aunt's bedroom, and innocent little Mary collected a fine sampling of letters by following the mailman from house to house, thus supplying realism foreign to less practical projects.

The activity thrived mightily as each child produced model letters from the family supply. The children then wrote, stamped, mailed and computed according to plan. There was one untoward delay when several dozen letters with cancelled stamps were inadvertently put in the regular mail. However, the F.B.I., which investigated the matter, was inclined to make light of the whole thing and I was incarcerated only until the board of education furnished bond for my future good behavior.

One other unforeseen incident marred the project. Herbert, the little treasurer, temporarily disappeared and was not picked up until the following week at a nearby candy store. Herbert's father was most unreasonable until the board paid the doctor bill.

After pursuing the Project for several weeks, the children, I feel, gained a great deal, although I can see why the government is losing considerable money on its similar larger venture. I have been told that Herbert now disposes of bills in such an effective manner that the family's creditors have had nervous breakdowns. Johnnie's aunt, who was no great credit to the community anyway, has left town suddenly. I myself find that I have gained great proficiency in writing letters of application for a new position which I need badly.

VALENTINE TO BOOKMEN

A valentine to bookmen, those itinerant news gatherers and releasers, those tipper-offers to juicy jobs in the adjoining provinces, those dispensers of honeyed cheer and divers information on how to squeeze the last drop from reluctant budgets!

The bookman is a character of hardy stock, a friend of every school administrator, an educator of parts, a schoolteacher who got out in time or never got in in the first place. He is a gentleman of patience as he waits at the gate of lesser folk with one eye on the main door and the other on the escape entrance; a gentleman of tact who brings brightness to the countenances of ladies of uncertain years; a gentleman of promise though he knows his shipping department is already two months behind schedule.

Oh, thou Johnnie Appleseed of the educational world, thou sowest where someone else too often reaps, thou scatterest thy nurslings with hope knowing that one in a million will blossom and multiply where thousands will fall into the barren land of secondhand bookstores.

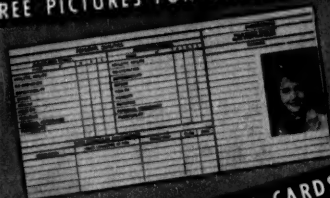
Let us hope that when the final swindle sheet has been audited the door of the inner sanctum will swing wide and a juicy state adoption will be waiting for you there.

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A. V. A. wants public schools used in defense and U.M.T. programs

THE regular programs and facilities of vocational education should be used to the greatest possible extent in giving all defense or emergency training of a vocational nature, said a resolution passed at the 45th annual convention of the American Vocational Association in Minneapolis November 26 to 30.

Another resolution said: "Inasmuch as there is a possibility that we may have a program of universal military training, the A.V.A. and the U.S. Office of Education in cooperation with the U.S. Office of Defense [should] immediately begin planning ways and means for the maximum utilization of vocational programs to be used under these circumstances."

A third resolution said: "Every effort [should] be made to prevent the dissolution of the vocational services within the U.S. Office of Education or the transfer of any of the functions of the vocational division to other federal agencies."

ALMOST 3500 REGISTERED

Other resolutions pledged the efforts of the association to obtain the "full appropriations under the George Barden bill," advocated that vocational guidance should have statutory recognition as a fifth constituent category of vocational services, and recommended that standards, as set by state departments of education and regional accrediting agencies for the approval of high schools, should include specifications for minimum guidance services which meet accepted professional standards.

Final registration figures for the convention numbered 3439. Following four general sessions there were sectional meetings covering eight subjects: agricultural education, business education, distributive education, home economics education, industrial education, industrial arts education, vocational guidance, and vocational rehabilitation.

Speakers at the general sessions were



At the A.V.A. meeting in Minneapolis: M. D. Mobley, executive secretary; U.S. Senator Dennis Chavez, the banquet speaker, and Harry V. Schmid of Minnesota, the new president of the A.V.A.

Evelyn Millis Duvall, author and lecturer, Chicago; Henry C. Bennett, administration, technical cooperation administration, Department of State; Edna P. Amidon, chief, home economics education service, U.S. Office of Education, and Alice Biester, school of home economics, University of Minnesota.

"Few of us have been prepared for the wars of nations, the intergroup tensions, the neighborhood riots, indeed the conflicts within our own homes," said Miss Duvall. "We need to learn the basic skills of living with our differences wherever they arise. My thesis is that these learnings can and should take place in the family where so many wars begin."

Miss Duvall said that the skills of handling conflict are forged in the family for application on a worldwide scale. "By keeping peace at home we assure it abroad."

EXPECTS POINT 4 MIRACLES

Dr. Bennett discussed the Point 4 Program, pointing out that it is "education, from first to last."

"I think that in the next 10 years you will see education perform man-made miracles," he said. "You may well see food production doubled in most of the underdeveloped nations.

You are likely to see illiteracy cut in half. And you should see, if I am not mistaken, a great upsurge of energy and a flowering of native genius among people long unaccustomed to opportunity."

Miss Amidon selected five "firsts" for consideration in education for family living in the United States. They were:

1. Our home management teaching must be more closely related to the life of the families we serve.

2. Our teaching must be related to the nation's and the world's economic picture and to the status of the families in the communities where we teach.

3. There is need for home economics teachers to maintain a close working relation with the people of the community they serve, one in which all the people understand and help promote the real purpose of homemaking education—the building of better homes, more stable families, and richer family living for America.

4. We must continue to build our educational programs on the findings of research so that the living of the pupils and their families is basically improved.

5. The fifth point has to do with interpreting the real values of American family life.

COURSES FOR OLDER PEOPLE

Miss Biester pointed out that home economics has an important part to play in the development of a well-rounded body of information about the nutritional needs of older people.

A course in physiology with illustrations applicable to the older age group could be very meaningful to those in the second 40 years of life, especially during the early part of that period when the foundations of a good preventive program should be laid, she pointed out.

New officers of the association are: president, Harry C. Schmid, state director of vocational education in Minnesota; vice president representing business, William Blackler, chief of state bureau of business education, California; vice president representing agriculture, Mark Nickols, state director of vocational education in Utah, and treasurer, Charles Sylvester, assistant superintendent of schools in charge of vocational education, Baltimore.—*Reported by ROBERT E. SCOTT, superintendent, Hennepin County schools, Minneapolis.*

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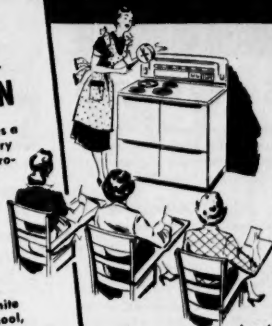


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READER OPINION

(Continued from page 10)

lay citizens as to purposes and achievements. To say that all is good or all is bad misses the point. We need a sincere willingness to face and study the issues together. In a large measure, the future of youth and of our country is involved in our knowing and understanding, better than we do now, the purposes and achievements of schools. — KENNETH

E. OBERHOLTZER, *superintendent of schools, Denver.*

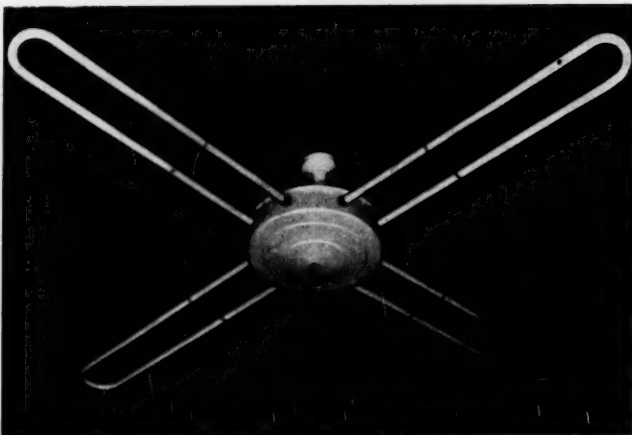
MORE PURCHASING POWER

Uncertainty about war and peace is the No. 1 problem of the schools for some time to come. Out of it grows a creeping inflation which continually reduces the purchasing power of the school dollar while the number of children to be served is increasing. This would not be so bad as it is if school districts were not generally limited as to the amount

of taxes they can levy and the amount of indebtedness they can incur.

Under such conditions a shortage of funds is inevitable unless the American public can be made to see education as an investment rather than as an expense. A shortage of teachers, lack of school housing facilities, shortages of critical material, all can be attributed to uncertainty about peace and war. Attacks upon the schools are a part of this picture. The shortages are bound to become worse unless the public can be awakened. Here is a great challenge to school administrators, boards of education, parents, business and labor and civic groups that see an investment in education as the nation's best insurance against dictatorship.—WORTH MCCLURE, *executive secretary, American Association of School Administrators, Washington, D.C.*

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SUFFICIENT FUNDS

This is no doubt a perennial problem, but I would say that our greatest challenge for 1952 is how to obtain sufficient funds to maintain an adequate salary schedule; hire additional teachers to reduce class size; maintain our present building plant and make necessary additions to it; continue our present instructional program and make the various additions to it, many of them of great potential value, that are continually being urged by interested groups in the community.—ARTHUR DONDINEAU, *superintendent of schools, Detroit.*

FOUR ESSENTIALS

The following suggestions are a few presented by members of our staff:

1. Taking essential steps to provide classrooms for increased enrollment and to recruit a sufficient number of adequately prepared teachers for service.
2. Taking such action as will make definite and vocal the teaching profession's reply to the enemies of free public education.
3. Guaranteeing the opportunity for a sound fundamental education to every girl and boy in America through teachers competent in their subjects and inspiring in their contacts.
4. Providing building facilities and teachers, recognizing, however, that building requirements are affected, to a marked degree, by the size of the administrative unit and the attendance area, thus increasing the emphasis on reorganization and administrative units.—FRANCIS B. HAAS, *Pennsylvania State Superintendent of Public Instruction.*

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This statement by Noble J. Puffer, superintendent of schools for Cook County, Illinois, served as the keynote of the 15th annual meeting of the School Broadcast Conference held in Chicago December 4 to 6.

Attending the session were approximately 2000 teachers, parents, school and radio administrators from points as distant as Boston, New Orleans and the West Coast.

Major emphasis of the general sessions was placed on the classroom use of radio, television and tape recordings. Clarence Claxton, principal of Kelvyn Park High School, Chicago, told in detail (through the medium of a radio skit written and acted by his students) of the organization within the school to promote the use of audio-visual aids.

STUDENTS ARE PROMOTERS

"We have placed the responsibility upon the students, under the guidance of the A-V coordinator. Once the faculty members decide what programs and what films are to be used, the students are responsible for taping them off-the-air, if necessary, and setting up radios, film projectors, and other equipment. Our students do not consider this 'monitoring' as a job but rather as an honor. We now have 75 students working in shifts. Where some time ago one or two films might be used or perhaps two or three radio programs, our classes are now using dozens of films and programs each week."

Mr. Claxton continued: "The students themselves ask for certain programs or films and see that they are available when the teacher needs them. Some of you may think this takes too much of the student's time. We think it is excellent training in all the fundamentals of character education and citizenship. The boy or girl who is responsible for taping a program he knows is going to be used in 20 classes hardly will let his classmates down—he wouldn't dare. Group pressure would be too great."

In the elementary utilization session pupils of the Fernwood Elementary School, Chicago, presented in radio style a review of their semester's activities motivated by radio. "Today," said the student M.C., "our mathematics lesson will be a quiz program"—and then the pupils proceeded to set up a typical quiz program format, with make-believe mikes. They appointed a quiz-master and the lesson (on long-division) got under way.

Radio and music play a large part in the school day of the crippled child. This was demonstrated by a group from the Christopher School, Chicago, for members of the Illinois Congress of Parents and Teachers, who met in sessions devoted to radio training concurrently with the larger conference.

John Harvey Furbay, speaking at the annual luncheon, pointed out that through the media of communication and transportation the world has shrunk to orange-like size, and through radio, for the first time in the history of the world, every human ear may listen to what one man says or thinks. In half of the world men are required to listen; the other half listens because it wants to. Mr. Furbay outlined the implications inherent in such a situation and pleaded for an intelligent understanding of the medium of communication and its use.

"The tape recorder in the classroom seems to be the answer to a number of problems that have harassed the teacher in effective use of radio programs," said Eugene Carrington of Chicago, in demonstrating how to make a good tape recording. "Do not expect the impossible; the tape recorder gives you back only what you put into it. It will not improve bad voices, make a sour violin sound sweeter, or cover up an actor's fluff. By proper placement of the microphone and by using good tape, even the smallest tape recorder is an effective teaching instrument in many situations."

Following each of the major sessions and in each of the smaller work-study groups of the conference, panels of educators discussed points brought out in the demonstrations or talks, relating them to their own experiences.

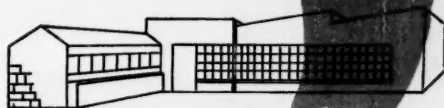
"The School Broadcast Conference is truly a working session. Panel members are resource persons rather than formal speakers; they are here to help you with your broadcasting and utilization problems to the end that our understanding and use of the medium of radio and television will be more meaningful and important," said George Jennings, director of the conference in his remarks before the opening session.

Following the showing of the University of California (L.A.) film, "Four Ways to Drama," discussion emphasized the fact that radio, film and television are "director's media" as opposed to the stage, which is an actor's medium. In other words, to make effective use of radio, film and television it is essential to understand not only actors or people but the mechanical-electronic devices that are inherent in the medium.

ALLOCATIONS BY MID-FEBRUARY

Ralph Steetle, executive secretary of the Joint Committee on Educational Television, reported that almost one-third of the filings before the Federal Communications Commission in the proposed reallocation of television channels are from educational institutions. Mr. Steetle predicted that the F.C.C. might make an announcement of allocations about February 15. He also stated that the joint committee stands ready to assist educators in making their final applications for television channels.

The advisory committee of the conference, made up of 60 educators and



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radio administrators throughout the nation, awarded the S.B.C. Certificate of Merit for meritorious service to educational radio to Franklin Dunham, chief of radio and television in the U.S. Office of Education. In accepting the award, Dr. Dunham gave great praise to the members of his staff, particularly Mrs. Gertrude Broderick and R. L. Lowdermilk.

Madeleine Long and the Minneapolis public schools were cited for their use of television in the strike which recently closed Minneapolis schools. Other awards were made to teachers and schools for their use of radio and television programs.—**GEORGE JENNINGS**, *director of the division of radio and television, Chicago public schools.*

SMART PLANNING *can save* *money in equipping small school*

MOST important point brought out at a special audio-visual conference for superintendents in New Haven, Conn., on December 7 was the Golden Opportunity described by Leonie Brandon.

As audio-visual director at New Haven, Miss Brandon declared that when a system builds a new school, a basic decision has to be made as to whether each classroom will be equipped audio-visually or a special projection room will be provided. The Golden Opportunity comes when the architect tells the board of education that an additional room, minus the equipment, will cost between \$30,000 and \$60,000.

Here is where the audio-visual director earns his salary many times over.

The decision should be to equip each classroom with the necessary dark shades, its own wall type of projection screen, its own record player and radio, and its own filmstrip projector, Miss Brandon declared. All this can be done for considerably less than \$10,000. In addition the school can be provided with several motion picture projectors, tape recorders, opaque projectors and specialized slide projectors. Its auditorium can have an electric screen with remote controls at rear of room, a 30 watt public address system and the most up-to-date microphones.

Completely providing a school with audio-visual equipment will cost between \$6000 and \$8000, which, subtracted from what a special projection room would cost, means a saving of anywhere from \$20,000 to \$50,000. What's more each classroom has become a teaching-learning workshop,



A-V Director Morton of West Hartford, Conn., points out operation procedures to new teacher. Voice recording equipment gives both the class and teacher creative and analytical opportunities.

and each teacher can operate and use the equipment with the maximum efficiency, minimum corridor passing and minimum wear and tear, as machines and equipment, for the most part, no longer have to be moved about.

Carleton Erickson, audio-visual director of the University of Connecticut, demonstrated from a variety of motion picture films the positive answer to the question, "Why Use Audio-Visual Materials?" Certain concepts can be conveyed best only by the proper utilization of carefully chosen materials in the hands of good teachers, he concluded.

Joseph Nerden, audio-visual consultant for the state department of education, revealed with the help of slides

the growth of the audio-visual movement in Connecticut. This growth, he explained, has been in equipment and materials but, more importantly, in supervision and philosophy. Older teachers, he said, are just as enthusiastic in using audio-visual materials as are younger teachers.

Supt. J. C. Albohm of New London, speaking on the balanced use of A-V materials, emphasized these points: (1) Correlate materials by careful previewing; (2) build vocabulary with new words learned; (3) test the materials used; (4) balance student abilities, classroom procedures and the purpose of the lesson with the audio-visual materials used.

Supt. S. P. Marland of Darien declared that the first item of a superintendent's job is to help the teacher do a better job. He needs to provide the stimulus for using audio-visual materials and should help his audio-visual director become a curriculum specialist. The superintendent needs to have enough courage to throw out those audio-visual materials that do not meet his standards.

Mr. Lumley, state supervisor of rural schools, listed the minimum equipment for a typical small school (8 to 10 rooms) as follows:

Items	Total Cost
Sound motion picture projector ..	\$500
Opaque projector	275
Filmstrip projectors (1 each	
3 rooms)	225
Record players (one each grade) ..	300
Globe for each room	80
Maps and charts for each room	150
	<hr/> \$1530

Mrs. Janson, member of the Westport Board of Education, spoke as a mother and parent of school children. She thoroughly endorsed audio-visual methods of education because they prepare the child to cope with the world he has to live in and make him appreciate the fact that the world community has to be considered as a whole. Educators must support the short-cuts that audio-visual education can provide, Mrs. Janson said.

Mr. Rosenthal, audio-visual director at Fairfield, Conn., summed up the duties of a director by saying that he has to be an administrator, supervisor, curriculum specialist, public relations man, active-community citizen and teacher of teachers.—**RICHARD W. MORTON**, *audio-visual director, West Hartford, Conn.*



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1. KITCHEN PLANNING AND EQUIPMENT IN PENNSYLVANIA

FRANCES LIVINGSTON HOAG

Chief, School Lunch and Nutrition
Department of Public Instruction
Pennsylvania

ACAREFULLY considered floor plan is essential to the installation of an efficient kitchen, whether it is for a small or for a large operation.

Time and effort spent in this planning are justified on the basis of a more economical operation over a long period of time. Inefficient kitchens may require the employment of one or two extra workers. An additional salary of \$25 a week for a minimum school year of 36 weeks would add an additional operating cost of \$900 for each worker. If the program continued in the same kitchen this way for a period of five years, it would result in a cumulative overhead of \$4500—money that might better go toward supplying labor-saving equipment and other basic needs.

Each school is confronted with its own individual problem. It is not always possible to have the lunchroom on the first floor, especially in an old building, or even to have the kitchen adjacent to the dining area—a definite recommendation for new buildings.

The planning of a school kitchen starts with the location of the entrance for supplies. The direction of the flow of work and location of the work areas are determined by this feature.

Whenever possible, the storage areas, both dry and refrigerated, should be near the entrance. However, supplies should never be delivered directly into or through the storeroom itself.

The work areas for vegetable preparation, salad and sandwich preparation, cooking, baking, and dessert preparation, serving and dishwashing are separate or combined according to the size of the program and, consequently, the number of workers to be stationed in the kitchen.

In any plan the placing of equipment and the arrangement into work areas must attempt to eliminate all

unnecessary walking, especially around long tables. Cross traffic can be avoided if the shape of the room permits tables to be placed at right angles to the serving counter.

Whether work areas can be placed efficiently will depend somewhat on the understanding of these needs by the three groups most concerned with the installation of the program and by early consultations with state advisers or with professional consultants

in this field. These three groups are the school administrators, the architects, and the equipment salesmen.

Small scale models are most helpful during early consultations with schoolmen and architects. With these not only can the work areas be arranged to fit the available space but also the use of model workers helps the men visualize the need for proper working heights and placement of tables to permit easy access to the counter.

Equipment is changing so rapidly that old models should be avoided for all new installations. Sinks without obstruction beneath the drainboards permit storage of movable tables. The new construction emphasizes ease of cleaning, labor saving equipment, and energy conservation, because the lunchrooms in our schools today are staffed with older women. Everything possible should be on wheels; movable tables can do double and triple service and make the school kitchen a place in which our now frequently untrained cooks can learn to be skillful and efficient and "grow" in their jobs.

2. LUNCHROOM PLANNING AND EQUIPMENT, OKLAHOMA CITY

RUTH D. HECKLER

Director of Central Food Service
Public Schools, Oklahoma City, Okla.

WHETHER a school lunchroom is being planned for one school building or on a statewide basis, several questions must be answered.

1. Who decides if a lunchroom is needed and how large it is to be?
2. From what fund is equipment purchased?
3. What is the responsibility of the director or supervisor?
4. How can the food service director work best with architects and contractors?
5. What are some of the sources of help?

The following is an outline of our procedure in Oklahoma City:

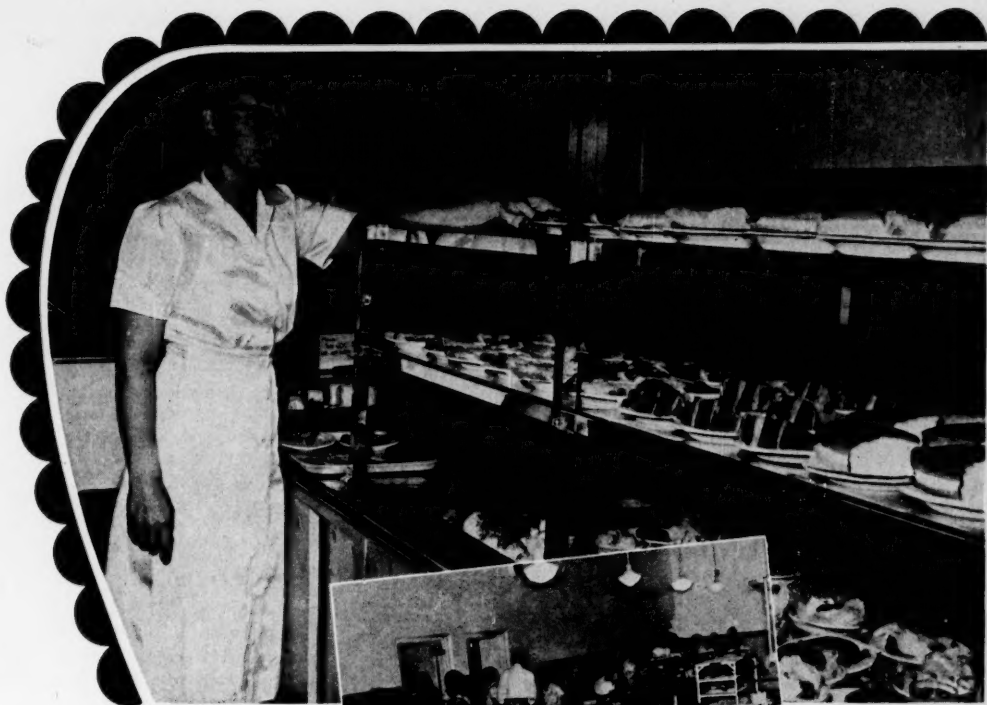
RESPONSIBILITY

The administration shapes the policy. This includes setting up service

requirements as well as those for instructional areas. The inclusion of food service in a new school and the type of lunchroom are determined by the size of the school, the area covered by the school district, and the economic status of the community. Recommendations are made to the board of education by the superintendent, and the final decision is made by the board.

The business manager is responsible for planning the building, for getting sketches from architects, and for all operations connected with construction.

The food service director works with the business manager in planning the kitchen and dining room. She makes layouts of equipment and writes specifications. She holds conferences with the architects and the engineers.



(Alex W. Spence Junior
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Kitchens are planned to serve from one-half to two-thirds of the student body; dining rooms to seat approximately one-third of the students.

The cost of building and equipment is determined by the size and type

of lunchroom to be provided. Initial cost of large equipment is met from general funds or bond money.

1. A manual for architects is provided by our central food service. This covers all areas, including the lunch-

room, with a table showing dimensions for kitchen and dining room, and adjunct facilities for schools of different sizes. It also furnishes the architect with a statement of lunchroom objectives.

2. The architect furnishes sketches, which are discussed in conferences.

3. After a plan has been selected, the architect furnishes a floor plan of the kitchen and dining room drawn to $\frac{1}{4}$ inch to 1 foot scale.

4. The food service director makes a layout on the same scale.

5. The layout, a list of equipment to be purchased, with specifications, and general roughing-in information are sent to the architect. He also receives a booklet showing illustrations of individual pieces that require plumbing or electrical connections.

6. Copies of layout and of specifications are sent to interested bidders, and contracts are let.

Our manual lists necessary equipment and the estimated cost of equipping each of the four sizes of lunchrooms we have in Oklahoma City.

1. Kitchenette, with facilities for simple meal (50 to 100 pupils): Children eat in classrooms. No serving counter is provided. Children are served from a window, and dishes are returned to a cart. Food may be prepared in another center. The approximate cost is \$1000.

2. Lunchroom serving a complete meal (100 to 200 pupils): Children eat in all-purpose or dual-purpose room. Tables that fold into wall pockets or folding tables are used. A counter from 10 feet to 15 feet long is provided for hot and cold food. The approximate cost for kitchen and serving equipment is \$60 per person seated.

3. Larger elementary school offering more variety (200 to 500 pupils): Adequately equipped; serving counter in kitchen.

4. Junior and senior high schools serving a still greater variety: Equipment planned for maximum number school is expected to have.

Some of the points that the director must be prepared to check are: floor plans, roughing-in and shop drawings; location of floor drains, electric outlets and grease traps; amount of current available, and size of gas inlets. She should also watch for manholes, light panels, and heating units, which are sometimes placed in the storeroom, and she must be sure adequate hot water is available.

3. CAFETERIA EQUIPMENT AND SUPPLIES, LOS ANGELES

HELEN CRANE

Cafeteria Director
Board of Education, Los Angeles

SCHOOL cafeteria equipment is discussed here in terms of the most important objectives of the school lunch program, namely "to make available to children, at minimum cost, lunches of maximum nutritive value, prepared under the most sanitary conditions." Equipment has an important part to play in achieving this objective.

A few items from the list of small equipment used in Los Angeles in both elementary and secondary schools deserve special attention:

Chopping board. If we expect employees to use modern work methods, we must provide modern tools. The chopping board and French knife are used for dicing and slicing vegetables instead of a small paring knife's being used on a vegetable held in mid-air.

Measuring bowls, $1\frac{1}{2}$ quart, 3 quart, 5 quart, and 8 quart. These are of stainless metal today, replacing the old pottery or crockery.

Dishers, ice cream, Nos. 8, 12, 16, 20, 24 and 30. This tool assists greatly in providing uniform portions of such items as sandwich filling, muffins, puddings, certain salads of soft texture, and some hot dishes.

Sherbet glasses, $5\frac{1}{2}$ ounces. Puddings and fruit cups have more eye-appeal when they are served in a glass instead of a fruit dish.

Aluminum graduated measures, 1 quart, 2 quart, and 4 quart. These are time savers.

Perforated stainless metal serving spoon. Our customers appreciate receiving a vegetable without too much liquid in the dish or on the plate.

Refrigerator thermometer. This is a necessity for checking the efficiency of a refrigerator for safely storing food.

In addition to the usual essential equipment, such as ranges, refrigerators and mixers, the following items are used in the Los Angeles city elementary schools:

Beverage cooler. This is an electric chest type of cabinet for storing cartons of milk.

Beating bowl, 30 quart, on three-legged stand. This has the advantage of being portable and can be used by any department in the kitchen.

Bus wagon, with shelves and bus pans. This is constructed of stainless metal. It is another piece of portable equipment for carrying foods, dishes or milk.

Stainless metal cook's table with bins underneath and shelf above with overhead rack for small utensils, sieves and whips.

In addition to these items, secondary school cafeterias are equipped with:

Four-deck ovens for the range department as well as the pastry department.

Steam cooker for vegetables and certain meat cookery.

Electric food chopper, table or pedestal model, whichever space permits.

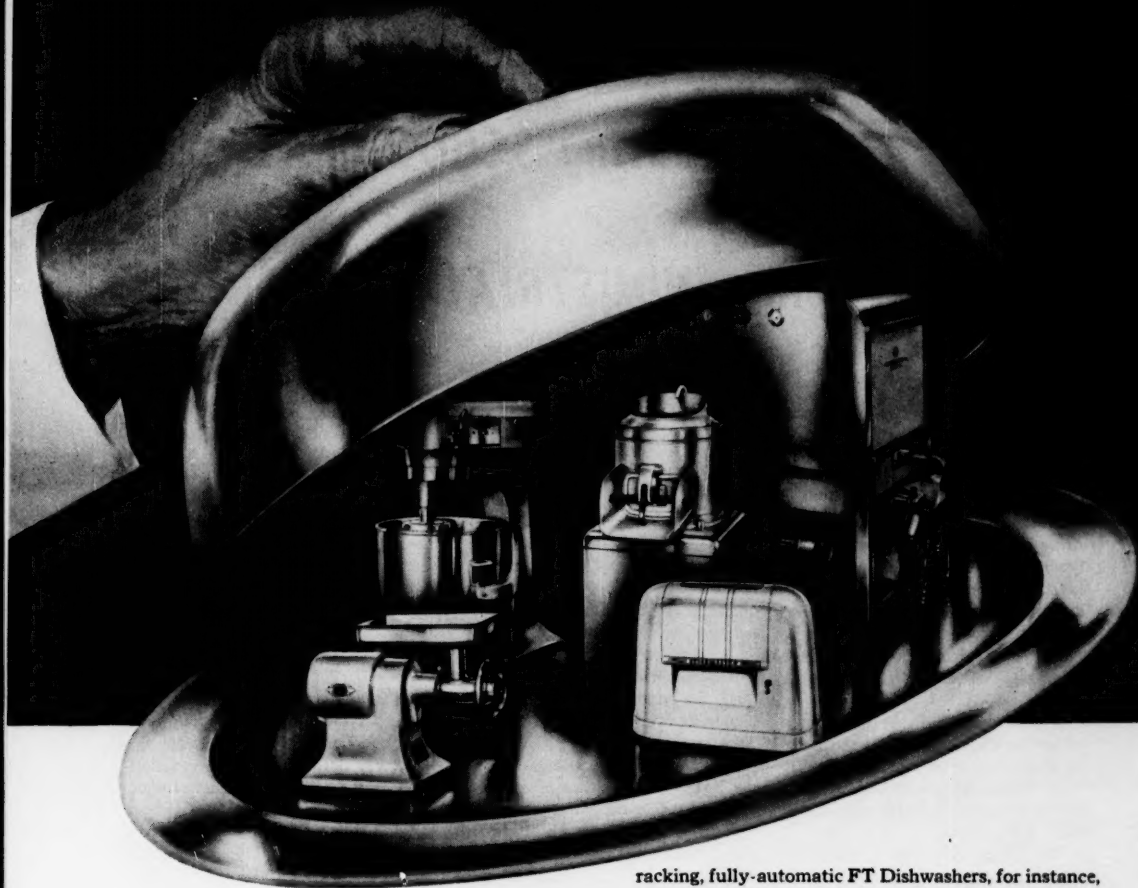
Electric food slicer and shredder.

Frozen food cabinet, upright type.

Roll and food warmer, four drawer, electric, stainless metal.

The board of education has recently recommended that hot food tables in the serving counters be of the electric type.

Experience has shown that stainless metal counters, table tops, and sinks are economical in the long run. Good grade china is also the cheapest in the long run. Plastic ware is being tested in several schools at present.



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A basis for

Comparing SCHOOL PAY

with prevailing INDUSTRIAL WAGES

TODAY, more frequently than ever before, school administrators find themselves wrestling with the problem of how to employ and retain good custodians, maintenance men, and secretarial help in the face of rapidly rising industrial wages. School budgets generally offer little leeway to the harassed business manager who suddenly finds that some of his employees have left to take better paying jobs in industry. Replacements, if available, come high, often higher than he can afford.

It is because I feel that the situation is not hopeless that I have attempted to analyze some of the more important factors that should be considered by every school business official who faces this problem.

The basic assumption that the schools have to pay salaries and/or provide other benefits equal to those provided in industry may not be true in all cases.

We can come much closer to solving our problem if we take a broader and more practical view, which is that schools should pay salaries that will attract persons who are adequate in ability and skill to meet the needs of the school and who will be sufficiently interested in the opportunities for career work to make the investment of time and money in training worth while.

This may mean in some instances that we shall have to pay salaries as high as those paid in industry, possi-

bly for even less skilled persons than industry hires. On the other hand, it may mean that we can attract with lower salaries people who meet the needs of the school system. These questions can be answered realistically only by the individual in his own school system.

The matter of salary alone does not carry as great weight among many people as we are inclined to think. The classical picture of the economic man who makes his decisions always in the light of the best economy hardly exists in the world today. We sometimes deal with people who have attitudes that we have difficulty in understanding. Some of these may be prompted by economic considerations, but many arise from other factors.

THREE MAJOR QUESTIONS

Questions of justice and fairness to the employees of the school district deserve close attention in every case. We cannot afford to be unfair or unjust to our school employees regardless of industrial practices in the area, nor can we afford to overlook the fact that the cost of living affects employees in the school district in the same manner that it affects employees in industry.

Three main questions should be considered in order to understand the problem. These are:

1. Do school systems pay salaries comparable to those paid by industry?

2. Do school systems provide fringe benefits comparable to those provided by industry?

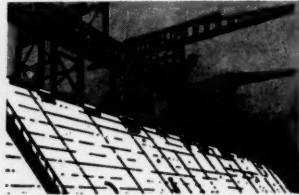
3. What are some things that may be done to make school employment attractive?

Do school systems pay salaries (to noncertificated employees) comparable to those paid by industry? Too often we assume the answer is "No" because we base our judgment on some nationwide average figure of industrial wages and attempt to apply that figure to our local situation. Such comparisons are unreliable not only from the statistical point of view but also because of wide variations between industrial wages paid in one area of the country and those paid in others. Our competition is in our own local area.

We are frequently misled into thinking of the average wages paid in industry as those typified by the union agreements we all hear about, especially at times of labor turmoil. It is true that such wages may be typical in some sections of the country, especially those in which there is a high degree of unionism, but just as surely they are not typical of other sections. We must also bear in mind that some high wages have been artificially induced by a desire on the part of big unions to limit the supply of labor available by restricting union membership and apprenticeship programs. Such restrictions have been in effect

HENRY F. DAUM

Secretary, Board of Directors
Public Schools, Abington, Pa.





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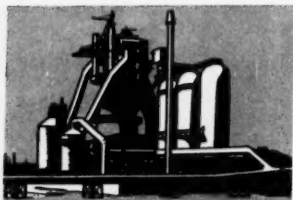
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for many years and, in some lines today, the available supply of manpower is inadequate to meet the requirements of our economy.

There are a number of instances in which wages paid by industry are entirely too low and in which industry has been quite unfair in its approach to the wage question. There are still many areas in which unions are not very active or in which the predominant pattern is one of nonunionism, particularly in rural areas. To compare our school wages to wages in industry in those areas would mean comparing them with an unfair and unjust base. It may be that schools should pay higher wages than those paid in industry in some cases.

The realistic business manager faced with the problem will wisely avoid using national average figures or union wages alone in making comparisons. Instead, he will first obtain a clear picture of the wages being paid in industry locally. Such local surveys are in fact required in a number of our larger cities where school employees are on civil service status and must be paid the prevailing wage.

To be valuable, the local survey must be thorough. Many of us are inclined to make the mistake of assuming that the wages paid in one plant or in one factory or in one store in the community are representative of those paid in all. This may be the case, but in general it is not the case.

The survey can be made by means of a questionnaire, and no comparisons should be made until the results are all in. We shall soon discover that the high wages we so often hear about are perhaps not typical of the general run-of-the-mill wages that exist in the industries of the area.

In order to make valid comparisons between school and industrial wages, we should not make the mistake of comparing jobs that are not similar or that do not require the same amount of skill and ability. We ought to be careful in comparing isolated cases with average figures. We ought surely to give some attention to differences

in employment practices between industry and the schools. Many industries, for example, prefer not to employ older men for any job, whereas this is not so characteristic of schools.

The president of a local manufacturing firm told me that he wouldn't hire a man who could be a janitor only. His janitorial positions are filled by men on the way up who are progressing through the promotional ladders provided in that plant and who will subsequently be employed in more skilled jobs. Frequently this cannot be done in a school system, especially in smaller school systems.

Again, when we make our comparisons between wages in schools and in industry, we should take account of factors such as permanency, work day, work week, and similar matters quite aside from fringe benefits, which I shall discuss presently. Frequently we look at the hourly earnings in industry and assume that they will be paid on the basis of a full work week all through the year. This may not be the case, whereas school salaries are generally calculated on the basis of a full year.

WAGES IN THREE CITIES

The federal government has just begun to supply meaningful statistics for certain specific areas of the nation. Entitled "Occupational Wage Survey" (Bulletin No. 1028 for the San Francisco-Oakland area, Bulletin No. 1029 for the Denver area, and Bulletin No. 1031 for the Atlanta area) it was published in 1951 by the United States Department of Labor. Other areas will be covered in subsequent bulletins.

Using the findings of these survey reports, we learn that for industry as a whole a maintenance carpenter in Atlanta gets \$1.56 an hour on the average; in Denver, \$1.64 an hour, and in San Francisco, \$2.12 an hour. A maintenance electrician in Atlanta gets \$1.85 an hour; in Denver, \$1.64, and in San Francisco, \$2.05 an hour. A boiler fireman gets \$1.21 an hour in Atlanta; \$1.42 in Denver, and \$1.74 in San Francisco. A general utility maintenance man gets \$1.32 an hour in Atlanta; \$1.59 in Denver, and \$1.90 in San Francisco. Maintenance painters receive \$1.80 an hour in Atlanta; \$1.65 in Denver, and \$2.01 in San Francisco. Janitors, porters and clean-

ers receive on the average 90 cents per hour in Atlanta; 99 cents in Denver, and \$1.30 in San Francisco.

As may be surmised, the survey reports indicate that the extent of trade unionism in Atlanta is less than in Denver, and in Denver less than in San Francisco, which is almost completely unionized. We must remember that these figures are average figures and that there are some who get paid more than the rates given and others who are paid less than the rates given, but at least the averages have the merit of applying to given delineated areas which can be used by the schools in those areas for comparisons.

It is clear that we cannot provide a specific answer to the question: Do school systems pay salaries comparable to those paid in industry? The answer must be provided locally and then only after sufficient information has been gathered, possibly by means of a questionnaire. When we have a comprehensive picture of industrial wages in our areas we may very well find that school wages are not far removed from wages in industry for employees of similar skill and ability and with similar working conditions.

FRINGE BENEFITS COMPARED

Next we consider the question: Do school systems provide fringe benefits comparable to those in industry? Fringe benefits are sometimes called supplementary wage practices and refer to such items as paid holidays, paid vacations, paid sick leave, bonuses of various kinds, insurance and pension plans, and shift differentials.

There is no doubt that these fringe benefits weigh heavily in the minds of a great many workers. In some instances they exceed in importance the matter of a few dollars' difference in salary.

The most recent broad scale study of pay and working conditions for school custodians was made in 1946 by John E. Phay and was titled "Emoluments of School Custodians."* The study covered cities of 30,000 population and over in the United States. I have been unable to locate comparable studies for smaller school systems. Nor is there more recent information to indicate changes since 1946, although one must assume that custodial wages have been raised.

Since the government surveys mentioned previously also contain information on fringe benefits provided in

* Phay, John E.: *Emoluments of School Custodians*. Doctor of Education Report, Type C, New York City, Teachers College, Columbia University, 1946. Pp. 166. Type-written.

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industry, we may compare those with Mr. Phay's findings for school custodians in 1946.

Mr. Phay found that the average number of holidays for which school custodians were eligible with pay was about seven and a half. The government surveys indicate that for about 80 per cent of plant workers and almost all office workers the general rule is six or eight paid holidays per year in the three cities mentioned, Atlanta, Denver and San Francisco. There was some evidence that office workers were receiving more than this number of

holidays per year. If the findings of Mr. Phay are still valid, then it would appear that school practice is not better than that in industry, but at least comes near matching the practice of industry with respect to paid holidays. With respect to paid vacations, Mr. Phay found that the commonest arrangement in the schools he studied was to provide two weeks of paid vacation, with about 10 per cent of the school systems providing a longer period of time. The federal surveys indicate that office workers are generally granted two weeks of paid vaca-

tion after a year of service but that plant workers are granted one week after one year of service, and two weeks after more than two years of service, although the practice of providing two weeks of vacation was much commoner in San Francisco than it was in either Denver or Atlanta. The common practice in Atlanta was to grant two weeks' vacation only after five years of service. Here again it would seem, at least from the findings which Mr. Phay made, that the schools compare favorably with industry with respect to the granting of paid vacations. Whether these findings apply to smaller school systems is something not known at present.

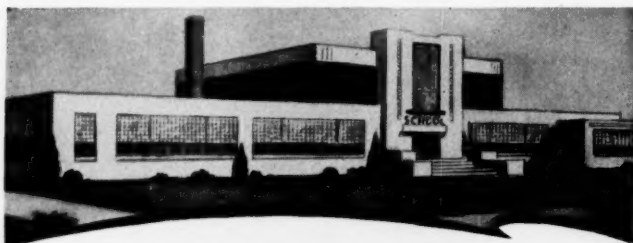
SICK LEAVE PROVISIONS

Mr. Phay found that the 10 days' sick leave provision was rather commonly provided in the school systems he surveyed but that the average was about 15 days, with most plans having a cumulative feature under which men could store up sick leave not used. The federal studies report that provisions in industry vary widely as between different plants and in different industries. Provisions for paid sick leave were in effect for about half the office workers in all industries in the San Francisco area and about one-third of the plant workers, with a 10 day allowance commonest for office workers, and a five-day allowance for plant workers, although there was a great deal of variation. In Denver, about one-third of the office workers were covered and one-eighth of the plant workers. The number of days again varied widely, and plans permitted from five to 12 days annually. In Atlanta, one-third of the office workers and almost one-eighth of the plant workers in all industries were covered by formal provisions for sick leave. There seems to me to be no question that in this instance school practices as discovered by Mr. Phay are better than those provided in industry.

WHAT OF SMALL SYSTEMS?

Again, the question should be raised as to whether Mr. Phay's findings are typical of the smaller school systems.

The school systems, of course, do not show well in comparison with industry in payment of bonuses. Most school systems are restricted by laws that prevent such bonus payments, although it is possible that certain necessary arrangements could be made. The matter of bonuses weighs rather heav-

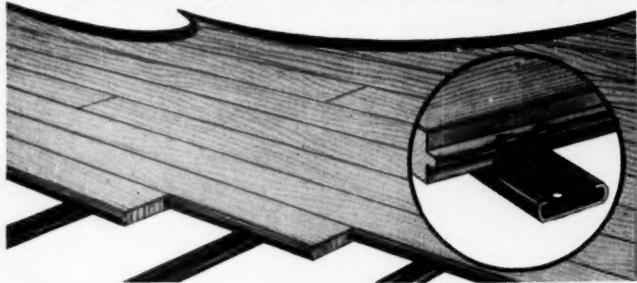


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ily in the minds of employees at certain times of the year, especially around Christmas. Just about that time it would take a salary raise of \$200 a year or more to satisfy some of our custodians that they are getting the same breaks as the person in industry who gets a \$50 or \$100 bonus.

Information from the federal surveys indicates that the practice of granting year-end bonuses is not uncommon in industry, although it is not, perhaps, as prevalent as some might think. In San Francisco, about two out of every five office workers, and

one out of every 10 plant workers were recipients of such bonuses. In Denver, about half the office workers and about half the plant workers got bonuses. In Atlanta, about two out of every five workers, both office and plant, received them. In a number of instances, these were profit-sharing plans, which schools cannot adopt.

PENSION PLANS PREVALENT

According to Mr. Phay, about 75 per cent of the school systems he surveyed had some kind of a pension plan, and most of these plans required

employees to contribute a share toward the pension. These pension plans were usually operated in conjunction with the state teachers' pension and annuity fund. It is fairly common practice for the school district also to contribute to the pension fund, but that is as far as most school districts go in providing pension and insurance plans for their employees. Mr. Phay found that health and accident benefits were provided only as required by law, by which he meant usually workmen's compensation requirements.

On the other hand, industry is able to offer a great array of insurance and pension plans, frequently paid for in full by the management. The most important one, of course, is the social security system. This is generally not available to school employees. Our own employees feel that the social security system is far superior to the pension plan now available to them in the school system, which, incidentally, is considered by many to be fairly liberal.

Labor unions in their recent drives for wage improvement have insisted upon the inclusion in contracts of many of the features just mentioned, particularly features that have to do with pensions and various forms of insurance. It is not surprising, therefore, that federal surveys have found that the number of plants and industries providing some form of pension or insurance plan, financed wholly or in part by the employer, is fairly large and in general covers four-fifths of the office workers and two-thirds of the plant workers in the areas mentioned. Life insurance and health insurance plans are prevalent in industry.

Shift and overtime differentials are common in industry, where the 40 hour week is almost universal. Mr. Phay found the average work week for custodians to be more than 44 hours, with no uniform overtime wage differential. There seems to be no valid reason why schools cannot provide overtime differentials for all time over 40 hours. Shift differentials may or may not be necessary.

WHAT SCHOOLS CAN DO

In summary, school districts either do already or can easily equal and possibly even exceed the benefits offered by industry with respect to supplementary wage items. We may have to match in general what industry pays in wages, but where we can't match it we certainly can go a good deal farther than industry is willing to go

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in providing some supplementary wage benefits.

What are some things that may be done to make school employment attractive?

IMPROVING HUMAN RELATIONS

There are three categories under which we should make improvements.

First, we should *improve our human relations*. Leaders in industry have begun to deplore the loss of close relationships between management and labor. They have gone to great ends to restore the concept of human rela-

tions as important to good employee morale and productivity. In school systems, and especially in our small school systems, we have a tremendous opportunity to improve the fundamental human relations that exist among our employees and between the employees and the administration. Usually our staffs are small enough so that we know everybody on the staff and they know us. We know one another well enough so that we can get along as friends. We should take every opportunity to extend the kind of courtesy and friendliness to our em-

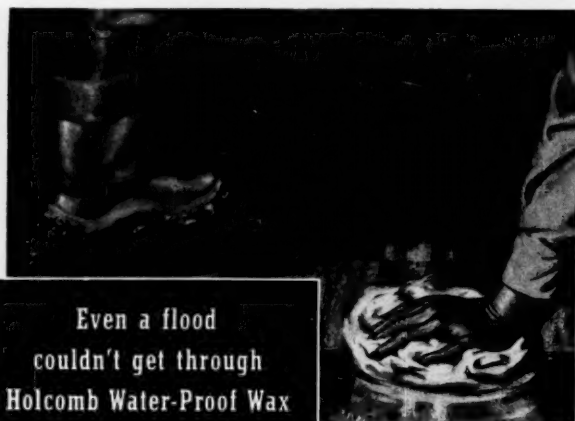
ployes that we would expect. We are not so hidebound that we must stick exactly to every single rule or regulation. We have a great advantage over industry in that respect.

I have had many men tell me that one of the most important things about a job is the fact that they work with fellows they like, and they work in a situation that is fundamentally pleasant, even though they may not get a large wage. We have the power and the opportunity to make our employee relations completely democratic in every way.

IMPROVING CAREER POSSIBILITIES

The second thing that we should do is *improve the career possibilities* of our jobs in schools. We should try, if possible, to adopt some of the practices that industry has used in classifying jobs and grading them according to skill and setting up differentials in wages between jobs demanding different skills. By so doing, we can provide a ladder up which men can climb if they become more experienced on their jobs. This is a most important consideration because industry holds a great attraction for young people today, largely because it offers them the opportunity to advance, and that opportunity is frequently limited only by their willingness to learn. Inhuman salary schedules that operate like clockwork and provide for no variations because of better performances on the part of some are depressing to many men. They want the opportunity to move ahead, perhaps even faster than other men if they can. Whenever possible, we should provide those opportunities in our salary schedule.

The third thing we can do in schools to make school employment attractive is to *provide better supplementary wage benefits* than are provided in industry. This we have already done in many instances, but the benefits that we can provide should be extended if possible. In some instances, legislative action may be necessary to allow school districts to provide these benefits. In others, legislative action has already been taken, but school districts through inertia are not moving in the direction of providing more benefits. If we cannot meet the salary challenge because of factors beyond our control, we may be able to provide supplementary wage benefits that are of long time consequence and that offer attractive features to many employees who are looking for security.



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Accrediting takes the scene

► Back in 1907, organized doctors began to tell medical schools exactly what to teach future practitioners. Thus was born the concept of accreditation—bane and dream of every profession. Soon after, other professions began to dictate, evaluate or accredit—take your choice—the schools preparing their future practitioners.

Education, alone among the major professions, still has no national instrument for accrediting colleges or departments preparing teachers. This fact has been blamed for most shortcomings of the teaching profession.

With this background, here is the news. Creating a National Council for the Accreditation of Teacher Education has been named by many Washington educators as the No. 1 goal for 1952. They believe they are more than half way near the goal. They believe by 1954 the new council will be at work.

Here's what has happened so far. The Chief State School Officers, the State Directors of Teacher Education and Certification, and the N.E.A. Commission on Teacher Education have approved the plan. The executive committees (but not the membership) of the Association of Colleges for Teacher Education and the National School Boards Association have also approved it. These are the five national groups that propose to be the godfathers of accrediting.

Throughout February, the N.E.A. Commission will encourage its members to keep weighing and debating the plan. To ensure further support, the N.E.A. will present the idea to its membership at the July convention in Detroit.

Next, the Association of Colleges for Teacher Education and the School Boards Association will present the plan to their memberships for ratification. This will take place late in February. Then, the five sponsoring groups will search for a way to finance the council. There is a report that the N.E.A. is

ready to pay more than half the expenses, if the other groups pay the rest of the bill.

But there are discordant voices. They come from college presidents and deans who are tired of accreditation and shudder at the thought of one more agency to go poking into their curriculums. Then, there are those who believe that the organized teachers (N.E.A., for practical purposes), rather than a synthetically created council, should do the accrediting job. These dissidents may gather strength in the months ahead. But so far there is little on the horizon to stop the accrediting council from coming into being.

Tax on talent?

► Whether fellowships should be taxed by the U.S. Government is kicking up discussion in Washington. The National Science Foundation, which is awarding its first fellowship grants this month, is frankly worried. Its officers believe research workers will be discouraged if taxes are levied on their grants, that creative work will be hindered, that society as a whole will lose. Other educators believe that Internal Revenue is taking a step backward by attempting to collect taxes from those who receive grants for study and research. A step forward, they claim, would be to grant tax exemptions to all educational and cultural workers, as in some European countries.

But Internal Revenue answers that no special drive is being made to collect taxes from fellows. And then it falls back on a legal distinction. If the research grant is a gift, it is not taxable. If it is pay for services, it is taxable.

Adding more words if less clarity to its ruling, Internal Revenue says:

"If a grant or fellowship is made for the training and education of an individual, either as a part of his program in acquiring a degree or in otherwise furthering his educational development, no services being rendered as consideration thereof, the amount of the grant

is a gift which is excludable from gross income.

"However, when the recipient of a grant or fellowship applies his skill and training to advance research, creative work, or some other project or activity, the essential elements of a gift . . . are not present, and the amount of the grant or fellowship is includable in the recipient's gross income."

Job for justice

► Majority of justices on the Supreme Court must be quite clear in their minds about the place of religion in public schools. They appear to be less certain about racial segregation.

This is shown by the fact that the Supreme Court quickly agreed to take up both the New York and New Jersey cases revolving about religion in the public schools. They said they'd heard arguments on January 30; will give an opinion before May.

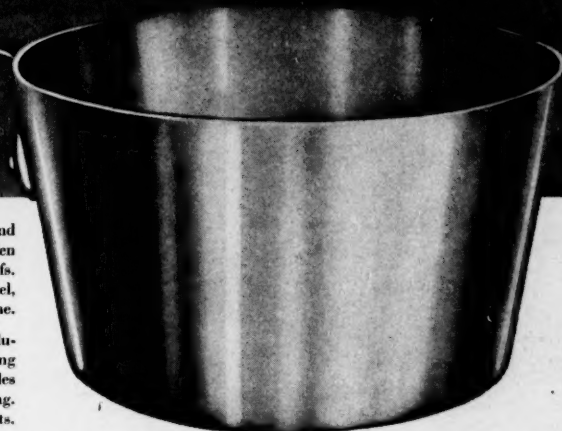
But in cases involving public school segregation, whether in South Carolina, Kansas or District of Columbia, the justices take more time. The favorite step is to send the case back either to get clarification of a small legal point or else to suggest that the parties make another try settling their disputes in lower courts before coming to Washington. It is significant, however, that the Supreme Court wants to keep the segregation cases on its docket. This means that eventually the justices will have to rule whether it is constitutional for states to keep white and colored children apart in public schools. When that day comes, American education will hold its breath for a momentous change.

Rankin vs. Teague

► Two Congressmen are already embroiled in a tussle over the education benefits to be voted Korean veterans. Rep. Rankin (D., Miss.), chairman of the House committee on veterans affairs, wants to have the big say in the G.I. legislation. Rep. Teague (D., Texas), who has completed a 15 month

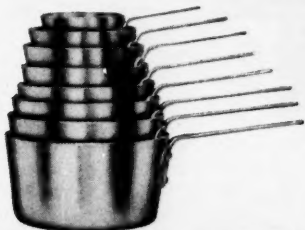


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study of education under the G.I. bill, has strong ideas on the subject. The two men have been exchanging unofficial barbs and thrusts.

Teague wants the Veterans Administration to quit school business, turn over the management of school benefits to the veteran himself and his school. He wants severe penalties for all those who step outside the law, and he wants a strict law that would keep school benefits reduced.

Rankin, with a fatherly feeling for

veterans, would like to give them as much money and latitude as Congress would stand for. Rankin is unimpressed by the Teague report that scandals are widespread in G.I. education. He is planning to write his own G.I. education bill for Korean veterans.

The Bureau of the Budget keeps out of the personal struggle between the two congressmen. But it has a word for both: The new budget will not permit Korean soldiers to get the same liberal treatment as World War II veterans.

Diplomas for fighters

► A college degree helps make a better fighter and a more contented soldier, says the Defense Department. The military, therefore, wants servicemen to keep working for their diplomas. Maj. Gen. John Devine says this goes both for the boys in there to stay and inductees.

But there are a couple of obstacles in the way to a degree for servicemen.

First, members of the military personnel are ordered from here to there without notice. Soldiers want to take their academic credits with them, but find that most colleges don't recognize work done on some other campus. Second, because students in uniform are moved from place to place they frequently can't fulfill residence requirements.

The Defense Department wants colleges and universities to remove these blocks. The American Council on Education has appointed a committee to see what can be done.

Scholarships are scarce

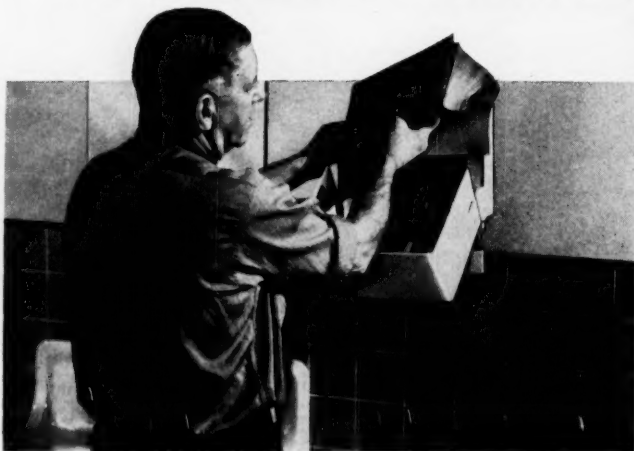
► Somehow, word has got abroad that scholarships and fellowships worth millions go unclaimed each year. That's the wrong impression for Congress to get, say those who want a national scholarships system. It isn't accurate, either.

Let's set straight both the record and the impression, the Office of Education pleads. It's true that some scholarships go unawarded each year. That's because the requirements are so rigid. For example, one scholarship is available only to the descendant of a Confederate soldier. Another is offered to a Negro preparing for missionary work in Africa. Another may be granted only to an individual with a reputation for truthfulness. At one institution, four are restricted to students from Iceland, Denmark, Norway and Sweden. Some of these awards are as low as \$10.

Looking at all scholarships and fellowships available from institutions, both their number and value (no more than \$37,000,000 a year) are woefully inadequate, says Commissioner of Education McGrath. He adds that thousands of able and ambitious high school graduates fail to go to college mainly because they can't afford it. For that reason (although he hasn't yet had clearance to say it this year) the commissioner strongly favors a federal system of scholarships and fellowships.

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NEWS IN REVIEW

Virgil M. Rogers Is Named President of School Administrators

WASHINGTON, D.C. — New president of the American Association of School Administrators is Virgil M. Rogers, superintendent of schools at Battle Creek, Mich., since 1945. He will take office March 15, succeeding Kenneth E. Oberholzer, superintendent at Denver.

The results of the nationwide ballot among the 8000 members of the A.A.S.A. were announced here on January 5.

Lawrence G. Derthick, superintendent of schools at Chattanooga, Tenn., was named the first president-elect of the association. He will serve in this capacity during 1952-53 and will begin a one-year term as president on March 15 of next year.

Pearl A. Wanamaker, state superintendent of public instruction, Olympia, Wash., was elected vice president, the first woman to serve in that position.

Will C. Crawford, superintendent of schools, San Diego, Calif., was chosen to serve as a member of the executive committee from 1952 to 1956.

Dr. Rogers has served as chairman of the 1952 A.A.S.A. yearbook commission, which will issue in February a 656 page report on "The American School Superintendency." He reviews the book on page 44 of this issue. Dr. Rogers also is a member of the A.A.S.A. executive committee.

From 1921 to 1926 he was a teacher and principal at Delta, Colo. Then he served as superintendent of schools at Gunnison, Colo., from 1926 to 1934; at Boulder, Colo., from 1934 to 1940; and at River Forest, Ill., from 1940 to 1945.

In 1947 he accepted an assignment as educational consultant for the U.S. Army in Germany to assist with a survey of the German school system.

Mr. Derthick has been superintendent at Chattanooga since 1942. He is chairman of the 1953 A.A.S.A. yearbook commission and is a member of the development committee for the Cooper-



Virgil M. Rogers

ative Program in Educational Administration.

After serving as teacher and principal in Tennessee schools from 1927 to 1935, he was high school visitor and professor of education at East Tennessee State College from 1935 to 1939. From 1939 to 1942 he was assistant superintendent of schools in Nashville, Tenn.

St. Louis and Los Angeles Are Set for Two A.A.S.A. Regionals

WASHINGTON, D.C.—A.A.S.A. convention plans have set aside a quiet Sunday afternoon for thought and deliberation on the principles behind pressing issues in American education.

The "thought session" will come before the hurly-burly of the convention itself. It will lead off with statements by Educational Policies Commission members on national security, moral and spiritual values and athletics.

At St. Louis, the policies commission discussions will be held February 24 at 2 p.m. Education and the national security will be discussed by N. D. McCombs, superintendent at Des Moines, Iowa; moral and spiritual values by Sarah Caldwell, Akron, Ohio; athletics in schools and colleges by Lee M. Thurston, state superintendent of public instruction for Michigan.

Similar Sunday afternoons devoted to the same three topics will be held in Los Angeles and Boston.

Mrs. John E. Hayes, president of the National Congress of Parents and Teachers, will be one of the general session speakers at the Los Angeles regional convention March 8 to 12.

Other speakers at general sessions will include: William A. Brownell, dean of the school of education, University of

California, Berkeley; Willard E. Givens, executive secretary, National Education Association; John K. Norton, director, division of administration and guidance, Teachers College, Columbia University, and George D. Stoddard, president, University of Illinois.

Plans are being made in Los Angeles for a series of "field trips" the last day of the conference. Among the places to be visited are: La Brea tar pits, Hollywood Bowl, Sun Valley Junior High School, Knott's Berry Farm, Padua Theater, moving picture studios, Los Angeles harbor by boat, and Mount Wilson Observatory.

10 Major School Events of 1951 Are Announced

WASHINGTON, D.C.—Three battles in which educators came out on top were among the 10 major educational events of 1951.

The selection, made through the Educational Press Association, was announced by B. P. Brodinsky, editor of the *Educator's Washington Dispatch*.

The 10 events are:

1. Schoolmen forced the Defense Production Authority to increase its allotments of structural steel for public schools. This battle was fought with the support of the National Conference for the Mobilization of Education and the National School Boards Association. One community flooded D.P.A. with 10,000 post cards demanding steel. D.P.A. granted an extra ration of 15,000 tons for the three months ending March 1952. Even higher rations, probably averaging 125,000 tons a quarter, are expected during the rest of 1952.

2. Educators counterattacked their defamers and accusers. . . . This development was helped by the publication in *The Nation's Schools* of the names and addresses of groups attacking public education; by the publication in *McCall's Magazine* of Arthur Morse's article "Who Is Trying To Ruin Our Schools," and by the leadership provided from the N.E.A. Commission for the Defense of Democracy Through Education.



Los Angeles speakers (l. to rt.): Norton, Mrs. Hayes, Stoddard and Brownell.



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3. The American Council on Education named an athletic policy committee to curb abuses in intercollegiate athletics. During the year, bribery of basketball players and commercialization of other college sports aroused public opinion. The battle cry was for deemphasis of sports in both college and secondary schools. Physical educators took this occasion to point out that what was needed was not deemphasis but reemphasis of physical education for benefit of all.

4. School superintendents and college presidents united in a demand for a fair share of the television spectrum for educational programs. This effort was led by the Joint Committee on Educational Television which passed on to the Federal Communications Commission more than 1,000,000 words of educators' testimony to support their claim. As a result, the outlook is bright for the allocation of 200 TV channels for exclusive educational use.

5. Congress enacted the Universal Military Training and Service Act with its deep implications for compulsory military training in the near future. The

act created the National Training Security Commission which on October 29 sent Congress a detailed blueprint for U.M.T. for all of the able-bodied youths of 18.

6. The Veterans Administration cut off the right of veterans to begin new courses of study under the G.I. Bill of Rights. This took place on July 25, 1951. It was an event of deep concern to college administrators who could see only declining enrollments ahead. College enrollments had already dropped 7.8 per cent from 2,296,000 in 1950 to 2,116,000 in 1951, according to the U.S. Office of Education.

7. Dissatisfied with two older organizations, adult educators merged them into a strengthened Adult Education Association of the United States. This took place on May 14, 1951. Its officers promised more vigorous training of adult education leaders and greater emphasis on "vital adult education activities."

8. West Point expelled 90 cadets accused of cheating in examinations. This highly publicized incident caused educators to look into the causes for dishonesty in both college and high school classrooms.

9. Public school educators accepted the challenge of teaching moral and spiritual values. Reports from all parts of the country indicate that school systems are setting up in-service training sessions and teacher workshops to prepare for the introduction of school activities dealing with moral and spiritual values. The Educational Policies Commission furthered this development through its publication of "Moral and Spiritual Values in the Public Schools."

10. Proponents of federal aid to education admitted defeat in Congress, decided to reform their lines, and reconstructed their tactics for the future. In view of the mounting expenditures for defense, Congress refused to enact legislation to aid public education. Token aid to school districts overburdened by enrollments as a result of federal activities was enacted during the year. As the year ended, plans for a new federal aid bill were under way.

Urges Year-Round Buying Program for School Buses

WASHINGTON, D.C.—By adopting a year-round program for purchasing school buses, state and local school officials can make a contribution to the defense effort, stated Edward D. Hicks Jr., director of the street and highway transport division of the Defense Transport Administration, in a letter to the U.S. Office of Education.

The National Production Authority has recognized the justification of the program submitted by the D.T.A. by allocating sufficient materials to keep the program going on a near normal basis, reports Commissioner Earl J. McGrath.

Find Political Dominance in North Carolina Schools

WASHINGTON, D.C.—The Defense Commission of the National Education Association conducted an investigation in Mars Hill, N.C., at the request of the North Carolina Education Association and two civic clubs of the community, and found evidence of political dominance of teachers in the public schools.

A controversy between two political factions came to a head when 10 of the 25 teachers in the Mars Hill Elementary and High School were not reelected last May. Five of the teachers resigned and five were dismissed by the school principal and local school board.

The N.E.A. commission states: "Because in the precinct elections it has been customary to take a standing vote,



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it has been impossible for teachers attending to keep their political views to themselves. Testimony indicated the use of pressure in getting teachers to attend these precinct meetings."

The report continues: "While the investigating committee is convinced that much of the responsibility for the deplorable conditions existing in Mars Hill rests on the local citizens, it recognized that the present structure of the state law of North Carolina permits and even invites political dominance of the school system. . . .

"Evidence of this at the state level lies in the fact that an excellent report by the North Carolina State Education Commission, composed of eminent North Carolinians, has not been acted upon by the legislature since September 1948, when the report was presented. An example at the county level is the direct solicitation of teachers for political party contributions. Demonstration on the local level is shown by the teachers' fears that they will be dismissed unless they support the 'machine' in precinct elections."

The investigating committee summarized its findings as follows: (1) There is no evidence of a constructive program for the schools of Mars Hill; (2) proper personnel practices have been ignored; (3) the morale of the school personnel is low; (4) there is no effective teachers organization, and (5) there is no channel for the free flow of public opinion and no organization for parents to participate in the advancement of the welfare of the schools.

Underpaid European Teachers Going Communist, Says Dr. Russell

NEW YORK.—As a protest against the growing tendency of European public school teachers to join Communist and left-wing labor groups, more and more parents in western Europe are sending their children to religious and private schools, according to William F. Russell, president of Teachers College, Columbia University.

Dr. Russell spoke at one of a series of lecture-discussions on education open to all students at the college. His speech was based on a three-month study of education in Europe he made last summer and on his recent work as president of the World Organization of the Teaching Profession.

The main reason European teachers are yielding to communism and labor agitation is that they are "miserably



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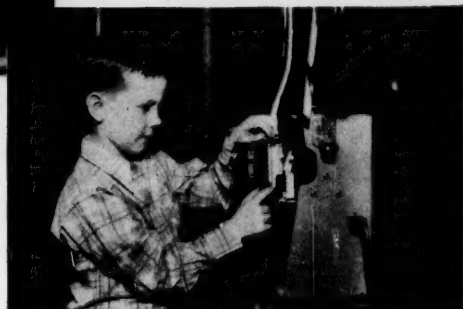
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underpaid," Dr. Russell believes. "In France and Italy they do not receive a living wage. In Malta and Ireland they earn enough for a bare existence. In Great Britain, although poorly paid and dissatisfied, they have recently received a substantial increase.

"Only in Switzerland do they receive adequate compensation. Before World War I, European teachers led a not uncomfortable existence, but progressive inflation, resulting from two world wars, has left them far behind."

Many teachers take part-time jobs; their wives take in laundry, and their children do odd jobs, Dr. Russell said. Teachers have made many appeals for better salaries but have received little encouragement.

Teacher organization is based on two different policies, he pointed out. Teacher labor unions were formed in Italy, France, Ireland, Malta and Australia, while in England, Scotland, Northern Ireland, Canada, New Zealand and Switzerland teachers are not

affiliating with labor and have kept their independence.

Dr. Russell said that labor organization in Europe now is "strongly infected with communism," and teachers, in close association with labor, follow socialism or communism or tend toward the Left.

He added that the fact that teachers have joined the leftist and Communist labor movements and are believed by parents to be anti-religious and concerned more about themselves than about the children has contributed to the "great resurgence" of parochial and private schools in France, a nation that once drew a sharp line between church and state in education.

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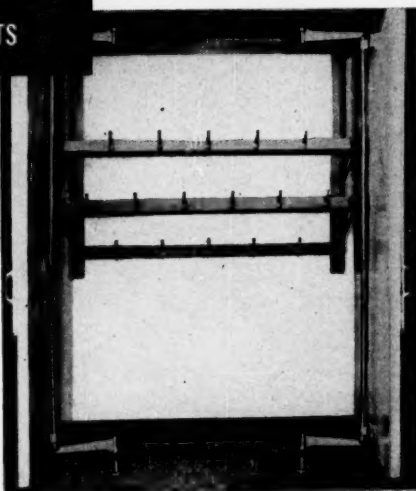
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Nation's Schools Grants School Planning Fellowship

CHICAGO.—The Nation's Schools Publishing Company has made grants to four agencies in the fields of school administration and hospitals, Dr. Ortho F. Ball, president, announced here last month.

Recipients were the University of Michigan, the American Medical Education Foundation, the Committee on Careers in Nursing, and the American College of Surgeons.

The grant to the University of Michigan was made to establish a fellowship in school planning. The grant to the American College of Surgeons, made by the company's hospital division, publishers of *The Modern Hospital*, is for research in problems of hospital surgical staffs, and the donations to the Medical Education Foundation and Committee on Careers in Nursing were to support the programs of those agencies.

Criticize Arbitrary Dismissal of Two Florida Principals

WASHINGTON, D.C.—In a report released recently, the committee on tenure and academic freedom of the N.E.A. sharply criticizes the arbitrary dismissal by the school trustees of Lee County, Florida, of two Fort Myers junior-senior high school principals without prior notice or subsequent hearing.

The investigation was made by an N.E.A. committee, headed by Martin W. Essex, superintendent of schools at Lakewood, Ohio, upon request of the teachers, principals and a committee of citizens of Fort Myers, after consultation with the Florida Education Association. The committee recommended the following points:

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1. That the citizens of Fort Myers should acquaint themselves with the terms of the new tenure law, a law that provides for orderly dismissal procedures.

2. That the people of Florida correct the duplication of responsibility for the schools that now obtains in that state under the present system of a county board of trustees and a county board of public instruction.

3. That a high degree of professional preparation be recognized as a qualification for the position of county superintendent of schools and that this official be selected by appointment of a board of education, instead of by election ballot.

4. That the selection of school board members be made with utmost care.

5. That citizens, students, teachers and school officials cooperate with the newly appointed principal, although the committee feels that a high school of this size requires both a principal and assistant principal for effective administration.

District of Columbia Board Reappoints Corning

WASHINGTON, D.C.—Supt. Hobart M. Corning was reappointed for a third three-year term as head of the District of Columbia public schools. The vote, taken January 2, was 6 to 3.

The board decision came as a surprise because newspaper editorials had freely called for "new educational leadership." Dr. Corning was also involved in a controversy with a faction of his board of education which had accused him of inefficiency and progressivism. Negro parents had opposed his decisions for housing their school children and had organized three separate pupil strikes in protest.

However, teachers and principals rallied to his support during the past month after they learned of attempts by the board of education to evaluate their superintendent by means of a secret questionnaire. The questionnaire was coded so that teachers and principals answering it could be quickly identified.

A-V Education Conference to Be Held in February

WASHINGTON, D.C.—Approximately 800 persons are expected to take part in the National Audio-Visual Education Conference that will be held in Boston February 7 to 9 under the sponsorship of the Department of Audio-Visual In-

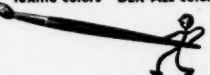


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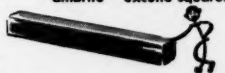
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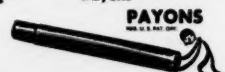
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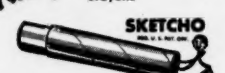
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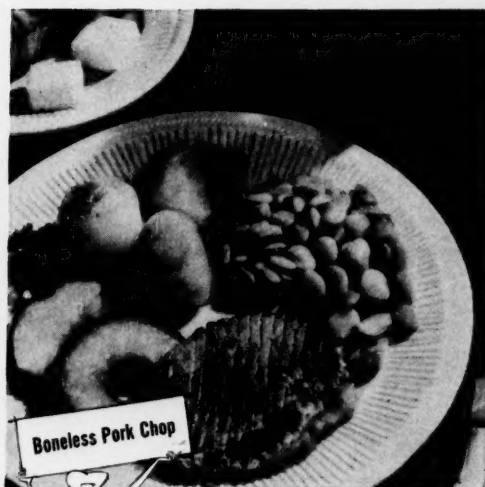
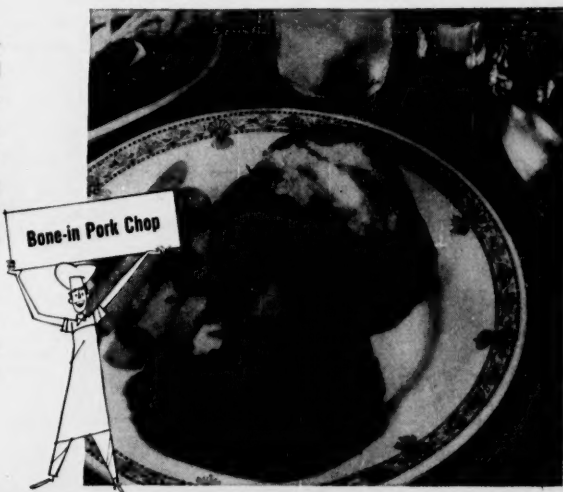
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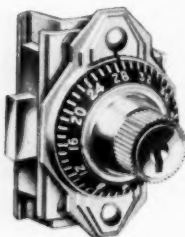
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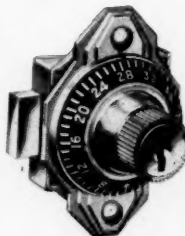
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NEWS...

struction of the National Education Association. Theme of the conference will be "Implications of Curriculum Study for the Planning of Audio-Visual Programs."

The program will include a full session devoted to problems in the field of educational television and a general session concerned with the use of audio-visual materials in European countries. A number of planning groups will work in specific problem areas of audio-visual education, including buildings and equipment, college and university services, city audio-visual programs, rural audio-visual programs, state audio-visual programs, teacher education in audio-visual methods, and research in audio-visual education.

Grants Will Encourage Teachers for Grade Schools

NEW YORK.—Under the New York State Board of Regents' new plan to attract students into the elementary school teaching profession, a sum of \$650,000 would be included in the 1952-53 state budget to provide grants-in-aid for students who are qualified for the teaching profession.

Individual grants will vary in amount and will depend on the cost of taking the necessary education courses. No grant will exceed \$600, however. Before a student is granted aid he will be asked to file a declaration of intention to become an elementary teacher in the public school of New York State.

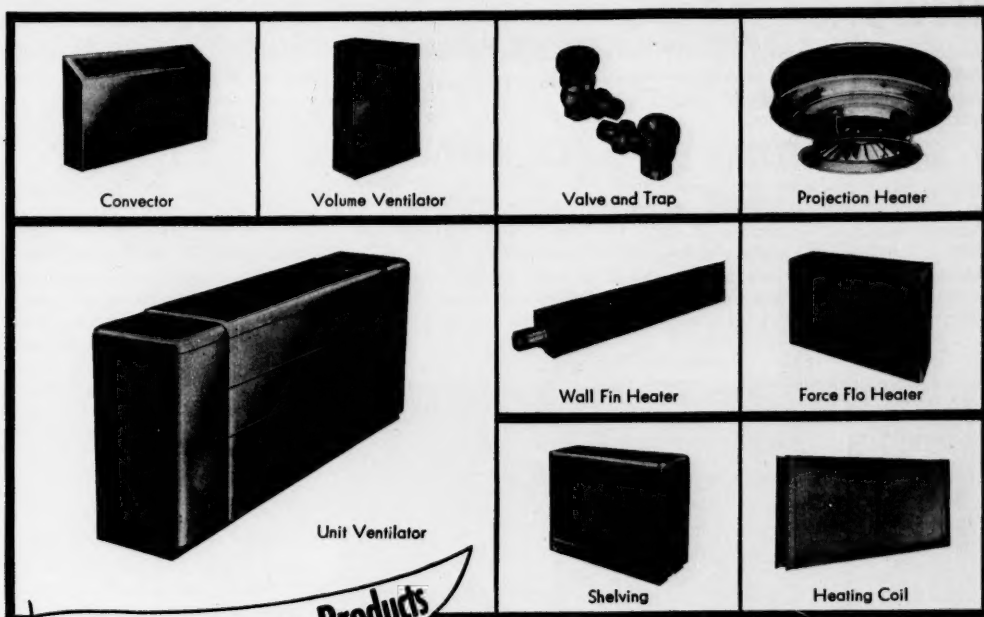
N.A.M. Asks Members to Help Finance Education

NEW YORK.—"Business enterprises must find a way to support the whole educational program effectively, regularly—and now," stated a resolution by the National Association of Manufacturers, which kicked off its nationwide campaign to get businessmen to come to the financial aid of America's public and private schools.

"The ever-present pressure for federal aid to education, which could only mean eventual federal control of education, can be successfully counteracted only by the determination of businessmen to provide adequate funds for educational purposes," a letter to the association's 17,000 members stated.

The directors of the N.A.M. adopted a resolution urging members to: "(1) continue efforts to secure adequate local, state and private support for elementary and secondary schools, and (2) exert every effort to make available to higher

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1. Projection Heaters—ideal for gymnasium heating because they hug the ceiling.
2. Volume Ventilators—provide fresh air for auditoriums and gymnasiums.
3. Force-Flo Heaters—for solving knotty doorway heating problems.
4. Steam Specialties and Hot Water Products—to make all Trane products operate more efficiently.

Each product offers a wide range of types and sizes from which to select. All are studded with exclusive Trane advantages. When incorporated into complete systems, there is the added advantage of products that are designed, tested and built together for service together.

Whatever the heating and ventilating problem in your school, your designer will find the right answer in the complete Trane line.



The Trane Unit Ventilator furnishes plenty of fresh air without drafts in this kindergarten room.



Convactor, open and closed shelving, and unit ventilator, all in one Trane Unit at this school.



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NEWS...

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"Industry recognizes the essential contributions made by these [public and private] institutions to the development of leadership to manage its increasingly complex operations, the contributions in both pure and applied scientific research, the investigations and study of pertinent phases of our life, and the development of social and civic competence."

Chamber Lumps Education With Welfare Programs

WASHINGTON, D.C.—The U.S. Chamber of Commerce is asking businessmen to campaign against 300 public welfare plans, education included, that "take one of every three tax dollars."

The Chamber says a total of \$22,800,000,000 was spent for "public welfare" in 1950-51. Of this sum, it points out in a broadside sent to businessmen, \$6,500,000,000 went for public education.

Some of the programs, the Chamber says, are necessary and desirable. What is not desirable, it says, is to permit federal bureaus to seize upon human needs as an excuse to extend their control.

A double page chart in the broadside pictures a sprawling Welfare Tree, the branches and leaves labeled, among others, school lunch program, child welfare services, grants for crippled children, vocational rehabilitation, veterans education benefits, elementary schools, secondary schools. A thin shoot is labeled federal aid to education. "Gee, time to prune," says John Q. Public, surveying the Welfare Tree.

The Chamber has not explained why public education is lumped with "welfare plans" in its analysis.

N.A.M. Hears Supt. Hunt Condemn Destructive Criticism

NEW YORK. — Herold C. Hunt, general superintendent of Chicago public schools, recently told the National Association of Manufacturers that education is constitutionally a state responsibility with a primary recognition of local initiative and support.

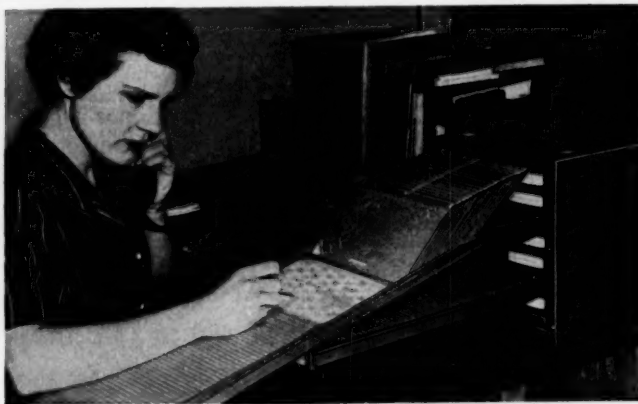
He spoke at a session of the N.A.M.'s 56th Congress of Industry held here in December.

"If the ever-increasing channeling of taxes from local and state sources to Washington continues," he said, "those opposed to federal aid to education will be impotent to do anything about assuring local initiative and effort with necessary state financial assistance so fundamental to building good schools."

Lashing out at critics of the public school system, he said, "Whoever seeks to destroy the confidence of the American people in their schools does his country a great disservice. He should be recognized for what he is—a subversive and destructive influence in American life."

State Rule Urged for City Colleges in New York

NEW YORK.—In a report on administrative management of New York City's public schools and colleges, Dr. George D. Strayer and Louis E. Yavner recommended that the State University of New York exercise full control, management and support of the city colleges. At present the board of higher education manages the four city colleges, Hunter, City College of New York, Brooklyn College and Queens College.



Cut record-keeping and film-booking time in half!

You know the mass of detail in operating an audio-visual program: Bookings . . . releases . . . keeping track of where films are . . . when they'll be back to meet new schedules . . .

Now here's a method that gives you centralized efficiency, resulting in savings in time and labor costs.

You get glance-action record control . . . complete adaptability for an expanding operation . . . records always in place . . . never any chance of making duplicate bookings.

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This system has been *proved-in-actual-use* throughout the country. For example, Mr. Donald E. Hare, Audio-Visual Director at the Glendale, California Unified School District wrote us as follows: "With the installation of your Kardex Visible Booking System, we find film bookings take only one-half the time."

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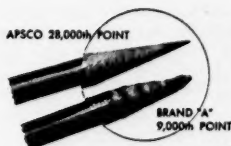
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NEWS...

The report recommends that appointment to that board be made by the state university after it has absorbed the city institutions.

Recommending that a post of chancellor for the municipal colleges be created, the report also recommended that the chancellor (1) serve as executive officer for the present administrative council comprising the four college presidents; (2) act as permanent chairman of the council and be responsible to the board of higher education for unification of the over-all higher educa-

tion enterprise and the internal coordination of its administrative, financial and business management, and (3) be nominated by the administrative council.

The Strayer-Yavner report also recommended that the membership of the board of higher education be reduced from 21 to nine and the members be appointed at large rather than as representatives of boroughs. It suggested that up to \$5,000,000 a year be spent to subsidize graduate programs in special fields and that the city col-

leges charge moderate tuition fees for day students.

A two-year general education community college on Staten Island was recommended, which would enable graduates to transfer to other city colleges as juniors.

Disagree on Daily Prayers in New York City Schools

NEW YORK. — The recent proposal by the New York State Board of Regents that daily prayers be said in public schools was endorsed by the Rev. Norman Vincent Peale, pastor of Marble Collegiate Church here, but was opposed by both the national executive committee of the American Jewish Congress and by Mrs. Ruth Farberman, president of the United Parents Association.

"The action of the state board of regents in proposing a simple prayer to be offered every day in the public schools of this state is one of the most fundamental protections of American freedom that has been suggested in many a day," Dr. Peale said. Mrs. Farberman objected to prayers being taught to young children who "do not even understand the words."

The executive committee of the A. J. C. called upon the board of regents to rescind its recommendation. After conceding the need to strengthen the moral and spiritual value on which Western civilization is founded, the committee added:

"Nevertheless, we believe the regents' proposal will be ineffective to achieve that end, that it is dangerous in its implication, and above all that it is wrong in principle."

Goslin Says "Federalism" Is Threat to Individual Freedom

NEW YORK. — "The movement toward what I call Federalism in America is a distinct threat to the freedom of the individual," Willard E. Goslin, former superintendent of the Pasadena, Calif., schools, told 3000 persons attending the annual conference of the United Parents Associations of New York City here.

Pointing out that generally inadequate school budgets are due to the present tax structure, he said, with apparent reference to the increasing heavy demands of the federal government, that "most of our taxes" go to a point farthest removed from the schools.

Admitting that at least part of the



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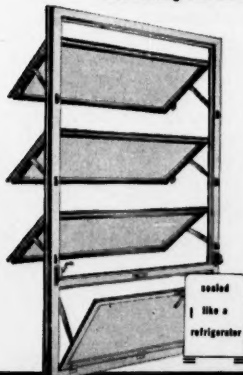
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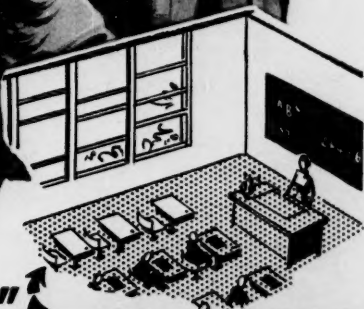
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NEWS...

public schools' difficulties in the past have been due to the attitude of school authorities themselves, Dr. Goslin stressed the need for a closer relationship between parents and faculties, saying that it is more necessary now than ever before.

Dr. Goslin, now professor of education at the George Peabody College for Teachers in Nashville, Tenn., said that public education, to be effective, must be "sensitive to politics but free from it." He declared that the schools must be "responsive to all the people" and should be staffed by teachers "who love children and believe in our freedoms."

Phi Delta Kappa Names Grafflin 1952 President

CHICAGO.—Douglas G. Grafflin, principal of the public schools of Chappaqua, N.Y., was elected president of Phi Delta Kappa, professional fraternity for men in education, at its biennial session here December 31.

Other officers elected were: first vice president, Emery Stoops, administrative assistant to the Los Angeles County superintendent of schools, Los Angeles; second vice president, Floyd T. Goodier, professor emeritus of education, Illinois State Normal University, Normal, Ill.; recording secretary, M. L. Cushman, associate professor of rural education, Iowa State College, Ames, and controller, Clarence M. Long, director of the laboratory school and placement, State Teachers College, Slippery Rock, Pa.

Walker Laments Citizens' Apathy Concerning School Problems

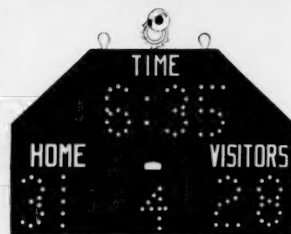
NEW ORLEANS.—O. Perry Walker, acting superintendent of public schools here, bemoaned the "sickening apathy" of many citizens regarding their public schools in an address recently to the educational bureau of the Young Men's Business Club.

Far too few citizens are interested enough in their schools to attend school board meetings and learn at first hand the problems being faced by the schools and what the schools are doing to meet these problems, he said.

Mr. Walker pointed out that New Orleans' schools are victims of growth and a shifting population today. In one school there are 120 first graders, who are taught in shifts of 60 pupils each in a classroom designed to accommodate only 30 pupils. Yet at other schools in the city there are empty classrooms, he added.



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EVEN FIRST-GRADERS successfully tested in groups!

TESTS CAN BE GIVEN by teachers with no special training!

... AND THE EQUIPMENT PAYS FOR ITSELF!

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The 1950 report of the American Hearing Society's Committee on Hard of Hearing Children revealed that *nearly one-fourth* of all pupils screened out by the old-fashioned phonographic audiometer are actually without impairment. At the same time, it showed that *pure-tone* testing discovers *more than twice as many* defective-hearing children as the phonograph method.

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School systems have waited long for a group hearing test that accurately locates hard of hearing pupils ... that does it *fast* ... and *doesn't* require a trained specialist in audiometry.

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No longer any need for complicated procedures with out-of-date equipment calling for handling by experts only—and then yielding inaccurate, unreliable results*.

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Write today for "School Hearing Tests"—describing in detail how MAICO pure-tone group screening can save time and money for your school system.

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NEWS...

U.P.A. Challenges Make-Up of New Three-Man Commission

NEW YORK.—The duty of the new three-man commission set up by the state board of regents here to investigate textbooks will be to examine, upon complaint, civics, economics, English, history, language and literature textbooks in use in public elementary and high schools to determine whether they "contain any matter or statements of any kind that are seditious in character, disloyal to the United States, or favorable

to the cause of any foreign country with which the United States may be at war."

The commission, which will consist of Dr. Lewis A. Wilson, state education commissioner, and two other members, will be confirmed at the regents' meeting which will be held January 24 and 25 in Albany.

If the commission finds the textbook subversive, "it shall issue a certificate disapproving the use of such textbook in the public schools of this state, together with a statement of the reasons

for its disapproval, specifying the matter found unlawful."

Textbooks found to contain subversive material will be disapproved for use in the public schools, the regents said, and any school officer or teacher who permits a disapproved textbook to be used "shall be guilty of a misdemeanor."

The United Parents Association, in opposing the three-man commission, has suggested "a broad citizens committee" representative of the entire community, including industry, business, labor and, particularly, parents.

"It is my considered opinion," Mrs. Ruth Farbmán, president of the federation, stated, "that such a committee is much more qualified to judge the dangers of our institutions than any 'ivory tower' commission set up and responsible only to the board of regents."

Gould House Becomes International School Center

NEW YORK.—The Institute of International Education here has purchased and will occupy in March the 50 room mansion built by the late George Jay Gould. The house, which was built in 1908 at an estimated cost of \$1,250,000, was sold for \$400,000.

To be used as an international center for the administration of exchange programs involving students, teachers, technical experts and others, it also will be used for conferences of representatives of colleges, universities and private and governmental agencies active in exchange programs.

An information and counseling center will be offered for Americans interested in study abroad and foreign students seeking advice on education in the U.S.

Delinquent Is Unwanted Child

CHICAGO.—Dr. John J. Donlon, writing in the *Chicago Medical Society Bulletin*, maintains that a juvenile delinquent is often the youngster who was undesired in pregnancy. As the pregnancy with this unwanted child continues, the mother's hostile attitude is directed at her husband, associates, and finally at the child itself, he states.

Buckeyes Vote School Levies

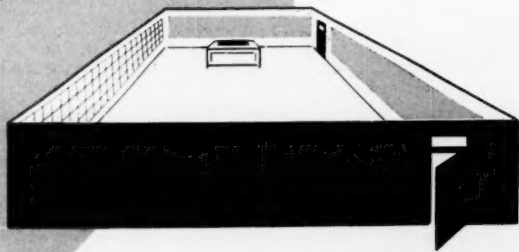
COLUMBUS, OHIO. — According to a report issued December 22 by the Ohio State University Bureau of Education Research, Ohio voters approved 146 school bond issues totaling \$89,196,000 during 1951. A total of 767 special school levies also received approval.

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NEWS...

Flemming Urges Girls to Enter Engineering to Aid Deficit

WASHINGTON, D.C.—Girls should be strongly urged to prepare for engineering, says Arthur S. Flemming, manpower chief in defense mobilization.

He says the deficit of engineers is so big that it can't be met in the conventional way. In September 1950, only 29,000 freshmen entered engineering schools. This means that, because of expected drop-outs, only 17,000 will be graduated in 1954. Needed, however, will be some 30,000 engineers.

Dr. Flemming believes there cannot possibly be a surplus of engineers during the lifetime of most of us. He repudiates the estimates of a 1950 document prepared by the Bureau of Labor Statistics which said we have and will have too many engineers. That estimate was made before Korea. "The picture has changed most drastically," he said.

No Decline in Ability to Read, Says Paul Witty

PHILADELPHIA. — Most children in school today are probably better readers than were their parents when they were in school, Paul Witty, professor of education at Northwestern University, told a meeting of the American Association for the Advancement of Science here.

Reporting a poll of 500 teachers, Dr. Witty pointed out that while the teachers agree that attainment in reading is probably somewhat higher than ever before, they see a need for more remedial and developmental reading programs, especially in the high schools and colleges. Such programs should be characterized by use of visual aids, specially trained instructors, and varied teaching materials, and adaptation of reading assignments to meet individual needs, he said.

Citizens' Credo on High Schools

ALBANY, N.Y.—Following nearly two years of consideration of the problems confronting the high schools of New York, the State Citizens Advisory Council for the Readjustment of High School Education has adopted a statement of basic premises. The credo declares: "Recognizing that the school is but one segment of our complex society requiring the full support of the community, we conceive it our duty as citizens of New York State to provide for the full support of these schools to guarantee each youth his American heritage."

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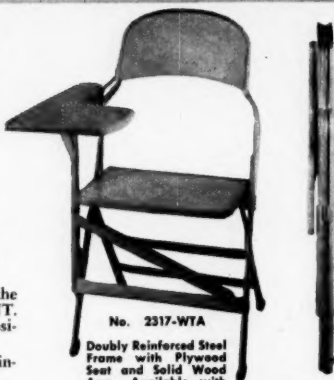
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Folds to 3' Thin.

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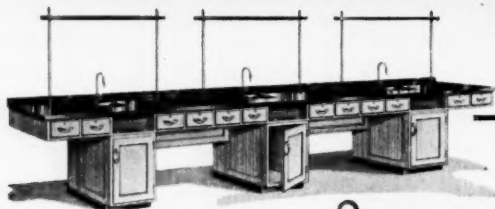
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NEWS...

Classroom Teachers Served by Public Relations Newsletter

WASHINGTON, D.C.—The National School Public Relations Association is publisher now of a monthly public relations newsletter for classroom teachers, started in January.

The public relations newsletter bears the same name, "It Starts in the Classroom," as the association's public relations handbook published in June 1951. Editor for the new publication is Thomas E. Robinson, superintendent of schools, Mercer County, New Jersey, who also was chairman of the N.S.P.R.A. public relations handbook committee.

Laboratory Practices Help in Citizenship Training

NEW YORK. — Research conducted by the Citizenship Education Project of Teachers College, Columbia University, indicates that high school students using the laboratory practices and related instructional materials of the project are learning more in their civics and American government classes than are students studying these subjects by more conventional methods.

The study was made by the projects evaluation staff in 15 high schools in 11 states: Alabama, Arkansas, Colorado, Illinois, Iowa, Maryland, New Hampshire, Ohio, Oregon, Pennsylvania and Tennessee.

In each school, two classes of the same grade and subject were selected. The classes were usually taught by the same type of teacher and differed only in the amount of student participation in citizenship activities. One class in each school used the laboratory practices developed by the Citizenship Education Project.

School Visiting Is Part of A.C.E. Conference Program

WASHINGTON, D.C.—"Guiding Children in Freedom and Responsibility" will be the theme of the 1952 study conference of the Association for Childhood Education International, April 14 to 18 at Convention Hall, Philadelphia.

Planned school visiting will be an integral part of the conference program. A display of home-made equipment and the workrooms for making such equipment will be featured. Workrooms will be provided for experimentation in arts and crafts. Also included in the program will be discussions on A.C.E. branch and state association work, committee meetings, and business sessions.

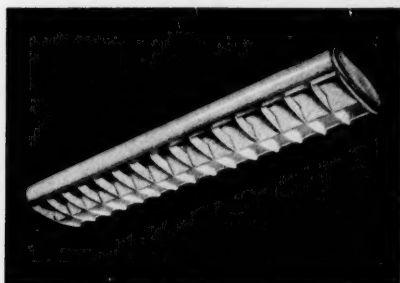
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ARCHITECTS! Attractive, glare-free Sylvania Fixtures give abundant all-over illumination . . . protect children's eyes.

In addition to lighting efficiency, Sylvania fluorescent fixtures mean big savings in installation as well as maintenance costs.

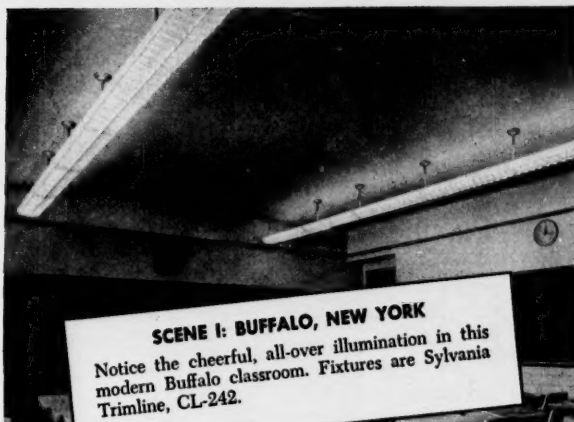
Coated with special "Miracoat" white enamel, Sylvania fixtures resist the effects of dust . . . stay bright longer . . . require less cleaning. And, long-life Sylvania fluorescent tubes assure lowest possible re-tubing costs.



CL-242. Specially engineered to meet the most exacting demands of classroom lighting. Equipped with plastic side panels and two 40-watt Sylvania long-life tubes.

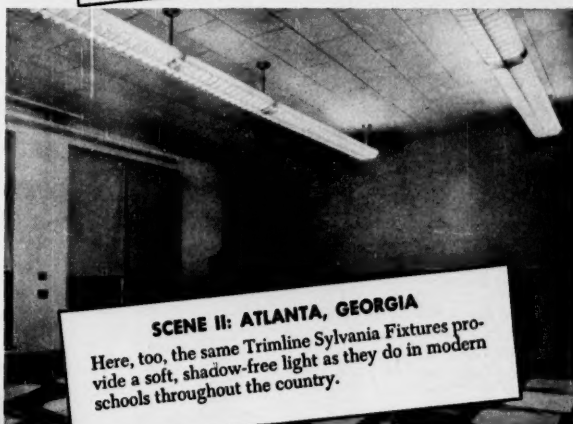
SYLVANIA

FLUORESCENT TUBES; SIGN TUBING; FIXTURES; WIRING DEVICES; LIGHT BULBS; RADIO TUBES; ELECTRONIC PRODUCTS; ELECTRONIC TEST EQUIPMENT; PHOTOLAMPS; TELEVISION PICTURE TUBES; TELEVISION SETS



SCENE I: BUFFALO, NEW YORK

Notice the cheerful, all-over illumination in this modern Buffalo classroom. Fixtures are Sylvania Trimline, CL-242.



SCENE II: ATLANTA, GEORGIA

Here, too, the same Trimline Sylvania Fixtures provide a soft, shadow-free light as they do in modern schools throughout the country.

EASILY INSTALLED

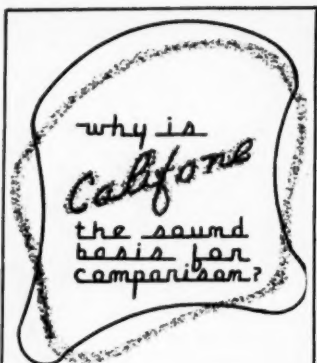
These fixtures are readily installed on any ceiling . . . singly or in continuous rows. Designed to harmonize with the finest present-day school architecture.

You'll find Sylvania fixtures in size and types for every requirement. Louvered or plastic shielded . . . standard or instant start. Fully equipped with Sylvania extra long-life fluorescent tubes.

So, in your plans for new buildings or for improving present ones, be sure to include Sylvania Fluorescent fixtures. The coupon brings you full information. Mail it NOW!

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Please send me illustrated folder describing the full
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Because only Califone gives true professional performance at popular prices.

Only Califone has the typewriter-style carrying case which provides a deeper baffle for the speaker, giving Califones the superior tone quality usually found only in equipment 2 or 3 times heavier.

Only Califones are mounted in a sturdy steel chassis insuring the proper precision relationship of the components during years of rugged service.

Only Califone has "Varipole", the patented speed tuning control providing for smooth change from 25% below to 10% above normal at any of the 3 conventional speeds.

Califone now offers as optional, at a slight additional cost, the world-renowned G.E. Variable Reluctance Cartridge with built-in Preamplifier.

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\$112.50
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- 3 speed turntable, plays 7" to 16" discs
- 6-Watt Distortionless Amplifier
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- Weighs only 20 pounds

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NEWS...

N.Y.C. Lets Contracts for 13 New Schools

NEW YORK.—Contracts totaling \$22,319,916 for the construction of 13 new school units were awarded in December by the board of education here, bringing the school building total to 31 for 1951. The city council later approved the capital budget of \$67,600,000 in "new funds" to get these buildings under way, virtually assuring the construction of 21 new public schools in 1952.

Ninety-seven school projects have been completed or are under construction since the end of the war under the program. According to Charles J. Bensley, chairman of the board of education's committee on buildings and site, the program represents an estimated expenditure of \$217,000,000 for general construction, site acquisition, and equipment.

U.P.A. Urges Legislature to Grant Funds For 10 Schools

NEW YORK.—The United Parents Associations have urged Gov. Thomas E. Dewey to recommend to the legislature an appropriation for the construction of 10 new school buildings here in 1952,

declaring that New York City is unable fully to meet the need for these buildings.

The association also urged the authorization of a state bond program that could be drawn upon to supplement city construction funds in future years.

In a letter from the legislative committee of the federation to the governor, the federation also asked Governor Dewey to recommend to the legislature the repeal of the Feinberg Law, dealing with teachers in the systems who allegedly have subversive beliefs, and the Hammond-Morgan Act of 1950, which excused pupils from health and hygiene studies in conflict with their religious beliefs.

Fashion Institute Opens Doors

NEW YORK.—The new Fashion Institute of Technology, the first institution in the country devoted solely to the education of men and women interested in apparel and allied industries, has opened its doors here. It is New York City's first publicly supported two-year community college and will be supported jointly by the state, the city board of education, and private industry. The institute was made possible through the creation three years ago of the State University of New York.

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PORTABLE VACUUM



No adjustments to make... no filter to change when switching to wet pick-up work. Moisture in vacuum air-stream cannot damage Hild Bi-Pass Motor. Special attachments for scores of clean-up jobs.

LOOK AT ALL THE JOBS IT CAN DO FOR YOU!

- Sweeps floors "with air!"
 - Takes up scrubbing solution from floors...no rinsing or mopping.
 - Vacuums dust from ceilings, walls, blinds, overhead pipes, air ducts, motors, etc. Hi-up Extension eliminates use of ladders or scaffolds.
 - Dries areas flooded by overflowing toilets, etc.
 - Vacuums rugs, carpets and upholstery.
- ...saves time and trouble on scores of other jobs.



\$500 IN CASH PRIZES!

Your old floor, rug or carpet machine may win in Hild's 25th Anniversary "Oldest Floor Machine Contest." Send for entry blank.

OUR 25TH YEAR

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☐ Send circular on Hild Vacuum

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If you could buy pencils that would last months instead of days—books that wouldn't get dog-eared, and chalk that wouldn't disappear into dust, you'd buy them, wouldn't you?

Then isn't it smart to buy athletic balls that have a proved record of endurance? Over 100,000 U. S. schools and colleges specify Voit balls year after year. This is no coincidence—these wise school and equipment buyers know that Voit outperforms and outlasts all other rubber-covered balls from 33" to 400". This tremendous demand explains why 1 out of every 4 balls built in America (all types, rubber or leather) was Voit-built in 1951!

The vote is in—your conclusion is simple. If you are not buying Voit's bonus wear, you are paying too much for your athletic balls.

Remember—when buying athletic equipment—"a penny saved is a dollar burned!"

VOIT
America's Finest Athletic Equipment

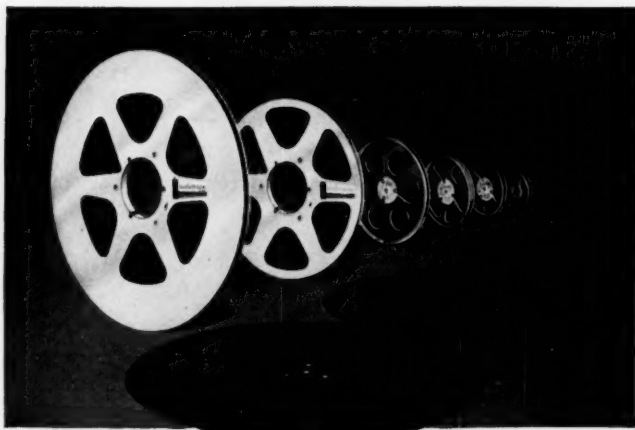
NEW YORK 10, CHICAGO 10, LOS ANGELES 11



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audiocassettes* For more than 12 years, Audiocassettes have consistently set the standards for the finest professional performance in instantaneous and master disc recording—making them first choice with professional recordists from coast to coast.

audiotape* Now, wherever professional quality magnetic recordings are made, the trend is to Audiotape—made by audio engineers, for audio engineers. That's because Audiotape has unequalled uniformity of output, provides maximum output with minimum distortion, gives extra footage on standard reels, and is guaranteed splice free in both 1250 and 2500 ft. sizes, plastic base.

FUNDAMENTALS OF MAGNETIC RECORDING

This completely new and up-to-the-minute technical manual contains 50 pages of valuable information on basic magnetic principles and tape performance. A request on your business letterhead will bring you a free copy by return mail.

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A free monthly publication containing articles of timely interest on all phases of tape and disc recording. A post card or letter will add your name to our mailing list, without cost or obligation.

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* Trade Mark

NEWS...

Tape Recorded Programs Available From U. of Illinois

URBANA, ILL. — Through the University of Illinois visual aids service, Illinois schools, clubs and civic groups are now able to obtain a variety of educational tape recorded programs from a library of 1500 such programs.

Donald Smith, supervisor of the service, expressed hope that copyrighted material from network radio shows as well as from the university station, WILL, will be available to the service in the future.

Schools and other noncommercial groups may obtain the programs by sending a tape roll to the service office. Workers will erase any previous recording on the tape, make necessary repairs, and cut in the desired program from the library of tapes on file.

Midwest Inter-Library Center at Chicago Dedicated

CHICAGO.—The largest book capacity library in the Middle West, the Midwest Inter-Library Center, was dedicated here recently.

The project, established in 1949 with a \$750,000 grant from the Carnegie Corporation and a \$250,000 grant from the Rockefeller Foundation, cost \$850,000 and will house more than 3,000,000 little used books and provide space for 20,000 volumes of newspapers. It was sponsored by 14 Midwestern universities and the John Crerar Library.

The library is the only one in the world designed especially to provide a mail order service of publications. Teletype facilities at the library and the participating institutions make it possible for a person to receive overnight rare and little used volumes.

Youth Needs to Be Taught About Controversial Issues

WASHINGTON, D.C.—"To study about communism is not the same thing as to be indoctrinated in it," Buell G. Gallagher told the Conference on Life Adjustment Education here recently.

Mr. Gallagher, assistant commissioner of education, said that youth cannot be prepared for the controversial life of today without being taught about controversial questions.

He pointed out that: (1) nothing that can or ought to be taught in the schools is not controversial at some time or other; (2) teachers should be able to drive through conflicting values of lesser groups because they are citizens

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Teach the way you always have—with the same methods and text books—but with IBM Electrics your students learn much more quickly!

Using a light, easy touch on *all* IBM keys, students master the basic skills in far less time. You can eliminate many monotonous drills, using the extra time to build greater speed and accuracy than ever before.

IBM Electric Typewriters make teaching easier, make learning easier. That's another reason more and more schools are replacing with IBM's.

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EDUCATIONAL AIDS**

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590 Madison Ave., New York 22, N.Y.

Please send booklet, "Electric Typewriters in Education," and complete educational kit.

*We'd like to see your new full-color sound movie, "Electric Typing Time," on _____
(date)*

Name _____

School _____

Address _____

City _____ State _____

NEWS...

first and belong secondarily to social, racial and religious groups, and (3) debatable material can be dealt with in noncontroversial ways.

Teachers' Average Salary for 1950 Was \$3080

WASHINGTON, D.C.—The U.S. Office of Education, in a report on educational developments in the United States in the fiscal year 1950, gave the average of teachers' salaries in the public elementary and secondary schools as \$3080

a year. The average cost of education was \$213 per pupil.

About 53 per cent of the \$5,500,000,000 spent during the year on elementary and secondary schools came from general property taxes; 45 per cent from state sources, and 2 per cent from the federal government.

Fund Gives Fellowships to Young College Teachers

NEW YORK. — Grants totaling \$2,229,370 to 250 young college teachers

and the country's 79 accredited medical schools were announced recently by two funds, the Fund for the Advancement of Education, established by the Ford Foundation, and the National Fund for Medical Education.

Dr. Clarence H. Faust, president of the F.A.E., said that the faculty fellowships would amount to \$1,096,870, in addition to travel and tuition costs. The awards for the 1951-52 academic year are intended to enable selected instructors to improve their undergraduate teaching competency.

Congress to Consider Bill to Extend Social Security

WASHINGTON, D.C. — A pigeon-holed bill to extend social security to state and local public employees, including teachers, is being dusted off for consideration in this session of Congress. The step coincides with a renewed interest among public employees in the federal protection system.

The Association of Land-Grant Colleges and Universities is said to be ready to support legislation that would add old-age and survivors insurance to retirement provisions of college staffs. The American Association of University Professors has adopted a similar position. The N.E.A.'s National Council on Teacher Retirement, which had flatly opposed the federal plan, is reported to have changed its position late in 1951.

These facts lead some observers to conclude that educational employees of tax supported colleges and universities will be among the first to petition Congress to enact H.R. 4411, introduced by Rep. Hays of Arkansas.

New Hospital to Teach Health Conservation

PHILADELPHIA.—A health museum is included in plans for a new health center to be built in a traffic-free suburb here. It will be designed by Bruno Gebhard, M.D., director of the Cleveland Health Museum. The animated exhibits, models and charts of the different parts of the human body that the Cleveland Museum has constructed for viewing or use by schools were described by Dr. Gebhard in the June 1951 issue of THE NATION'S SCHOOLS. A similar plan of exhibits will be used at the new Lankenau Hospital. A \$6,000,000 structure, it also will include an auditorium for public lectures, forums, demonstrations and motion pictures in its program of health conservation.

MARYLAND'S NEWEST ULTRA-MODERN SCHOOLS...

BOONSBORO SCHOOL
MALONE & WILLIAMS, Architects
A. J. KLUNKHART, Associate
GEORGE and HARTMAN, Engineers
MARSHALL'S P.B.G. & H.T.G. CO., Contractor

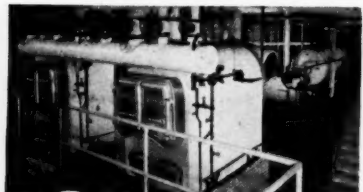
FOUNTAINDALE SCHOOL
RHEES BURKETT, Architect
WALTON H. REDMILE, Engineer
MARSHALL'S P.B.G. & H.T.G. CO., Contractor

HEATED BY KEWANEE STEEL BOILERS

• Orchids to the School Board of Washington County, Maryland and to the Architects, Engineers and Contractors who planned and built the Fountaindale and Boonsboro Schools!! For these new structures incorporate entirely new ideas in school planning, which make them outstanding examples of school design and construction in the country today.

This is not surprising when it is realized that members of the school board, the architects and engineers travelled throughout America to study and adopt features of outstanding new schools before plans were completed.

The selection of Kewanee Boilers for both these structures thus becomes especially significant.



Shown at left: Modern Boiler Room of Boonsboro School with its pair of stoker fired Kewanees.

Smaller in size the Fountaindale School is equipped with one oil-fired boiler, also a Kewanee.



KEWANEE BOILER CORPORATION
KEWANEE, ILLINOIS

Eastern District Office: 40 West 40th Street, New York City 18

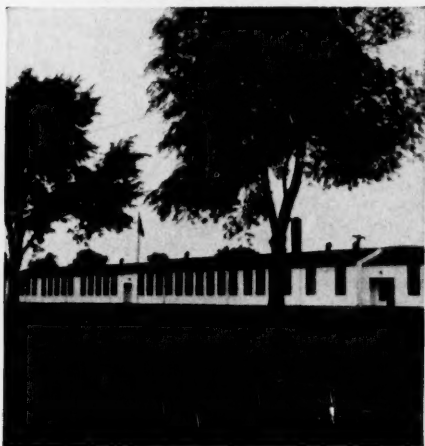
Representatives: American Boilers & Steel Structures Company

Serving Home and Industry

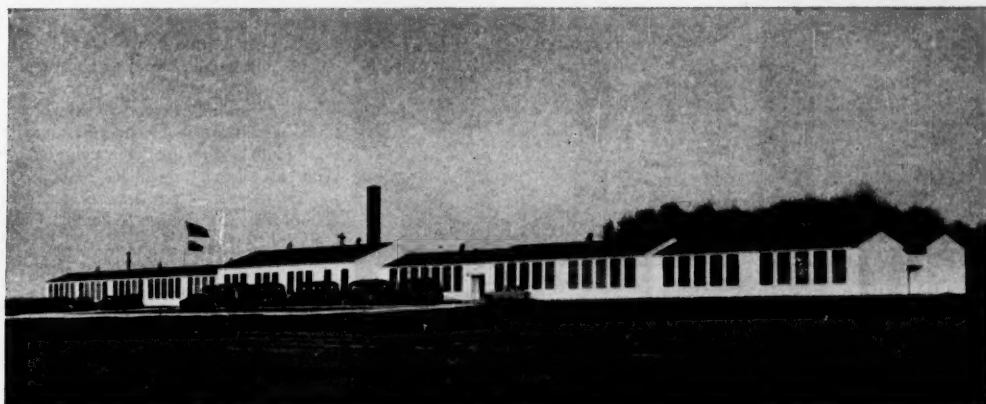


THESE INDIANA SCHOOLS WERE "From Missouri"

This Indiana STEELOX school contains 12 classrooms, cafeteria, lounge, lavatories, offices, storage rooms. Approximate total cost, \$150,000. Erected 1951. Greensburg Engineering Co., Architect and Engineer.



Designed for 500 children this STEELOX school in Indiana has 18 classrooms, cafeteria, library, assembly hall. Approximate cost, \$182,000. Erected 1950. Greensburg Engineering Co., Architect and Engineer.



You really can't blame a "show me" attitude. Getting needed school facilities within budget range is quite a feat these days. So naturally school officials and architects want to know how and why Armco STEELOX School Buildings can turn the trick.

Here are a few convincing reasons.

Unique STEELOX panels provide both structural support and finished surface in a single unit. On sidewalls it saves framing and exterior covering. On the roof it replaces rafters, sheathing and exterior covering. Yet the interior finish, equipment and facilities can be the same as any other building.

Ease of erection is also important. STEELOX panels quickly fit together to provide a sturdy, durable structure. Most school erection jobs can be completed in a matter of weeks by local contractors.

And STEELOX structures meet every school requirement. They are attractive, easy to keep clean, comfortable and sanitary. Maintenance costs are low because there is nothing to crack, warp or rot. Periodic painting keeps "new" appearance.

All-steel construction assures utmost safety. STEELOX Buildings are fire-resistant and can be made lightning-safe by grounding opposite corners.

These are only a few of the reasons why Armco STEELOX Buildings are the economical answer to crowded classrooms and rising costs. We'll be glad to discuss your individual problems with you or your architect. Write us, Armco Drainage & Metal Products, Inc., 1142 Curtis Street, Middletown, Ohio. Subsidiary of Armco Steel Corporation.



Armco STEELOX Buildings

NEWS...

Chicago School Employees Given 8 Per Cent Pay Raise

CHICAGO.—Virtually all of Chicago's 22,000 school employes have received raises of 8 per cent, retroactive to January 1.

The raises, approved by the board of education January 4, will cost the city \$7,365,000 a year.

"The board has given the employes the best increases that are possible at the present time," said John Fewkes, president of the Chicago Teachers

Union (A.F.L.). The union represents 8000 of the city's 14,000 teachers.

There are three exceptions to the 8 per cent raise:

1. The minimum raise will be \$25 a month, even though that figure may be more than 8 per cent for small salaried employes.

2. The 18 executives who earn \$10,000 or more a year will have the 8 per cent raise applied only to \$10,000.

3. Still higher salaries may be negotiated later for some nonteaching em-

ployes, such as school firemen, to bring their pay in line with that paid by other governing bodies.

Supt. Herold C. Hunt is the only school employe who will not receive more money. Last summer he was given an increase of \$5000 a year on a four-year contract.

Dr. Hunt, who recommended the raises for school employes, said the wage grants would raise the total school tax rate from the present \$1.273 to \$1.392 per \$100 assessed valuation, or 2.8 cents under the legal limit.

The new salary schedule, board members said, would leave them short of money at the beginning of 1953 on the basis of present property valuations.

But by then, according to conservative estimates, new valuations are expected to bring the board of education about \$3,000,000 more for 1953.



Architect: Charles H. McCanley, Birmingham, Alabama. Kohler plumbing furnished by Cowan Supply Co., installed by Boddie & Johnson, both of Montgomery, Alabama.

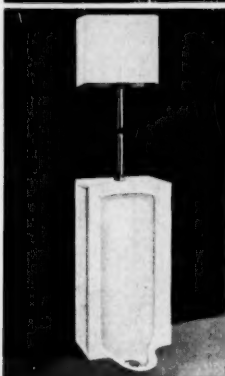
PRACTICAL FIXTURES FOR SCHOOLS



Kohler fixtures and fittings are widely specified for schools because of their clean-cut functional design, reliable serviceability.

The recent installation in the million dollar Coffee High School, Florence, Alabama, is typical in good appearance, practical features. The Hudson enameled iron lavatory has a roomy basin, integral soap dish, back to protect walls. The Daybrook drinking fountain provides a sanitary drinking mound, is adjustable for continuous flow, has a non-squirting bubbler head.

The Kingston closet and Branham urinal are efficient, sanitary. Surfaces are glass-hard, easy-to-clean. The chromium-plated fittings assure easy, durable operation. Write for catalog.



(Above left)
Hudson Lavatory

(Above) Daybrook
Drinking Fountain

(Right)
Kingston Closet

(Left)
Branham Urinal

Kohler Co., Kohler, Wisconsin. Established 1873

KOHLER OF KOHLER

PLUMBING FIXTURES • HEATING EQUIPMENT • ELECTRIC PLANTS
AIR COOLED ENGINES • PRECISION CONTROLS

Public Schools Should Teach About Religion, Study Shows

WASHINGTON, D.C.—Public schools cannot teach religion. They must teach about religion.

This is the conclusion reached by Dr. Clarence Linton after a year's study on what public schools can and should do about religion in their own right and on their own initiative. Dr. Linton heads an exploratory research project financed by the Rockefeller Foundation (\$31,600) and housed in the American Council on Education.

The exploratory phase of the study is to be wound up in March. The next problem is to get foundation help to pay for pilot studies to determine how public schools may teach religion without violating the constitutional separation of church and state. Dr. Linton hopes that the money for this longer period of study will be forthcoming.

"My study has shown beyond any doubt that public school administrators are concerned about their function in teaching the historic and contemporary rôle of religion in human affairs," says Dr. Linton. "They are desperately searching for the right methods to do so."

Dr. Linton is on leave of absence from Teachers College, Columbia University.

Fluorine Program Results in Drop in Tooth Decay

EVANSTON, ILL.—There has been a drop of 12 per cent in tooth decay among school children in Evanston, Ill.,



Announcing the FIRST 12-INCH, light-directing glass block!

THE new Insulux No. 463 Glass Block has all the features of the smaller 8" No. 363.

- ... same light-directing and light-controlling qualities
- ... same face coating from which even hardest, dried-on mortar rubs off easily and quickly. Virtually eliminates post-construction cleaning expense
- ... same $3\frac{7}{8}$ " thickness
- ... same identifying gold stripe that gives instant identification of top inside of block

In addition, panels of the larger 12" x 12" size may be laid faster . . . The larger size gives architects freedom to create an entirely new scale in panels, and the new 12" size may be combined with the 8" size in the same panel.

Important as all these features are, they're only incidental when compared to the life-long advantages an Insulux Fenestration

System installed on Daylight Engineering principles gives to any building. Supplies of the new Insulux Glass Block® and all of the materials needed for fast installation are non-critical and immediately available.

The knowledge and experience of a Daylight Engineer is at your service. Just write Insulux, Department NS-2, Box 1035, Toledo 1, Ohio.

INSULUX FENESTRATION SYSTEMS
—by the leaders of Daylight Engineering

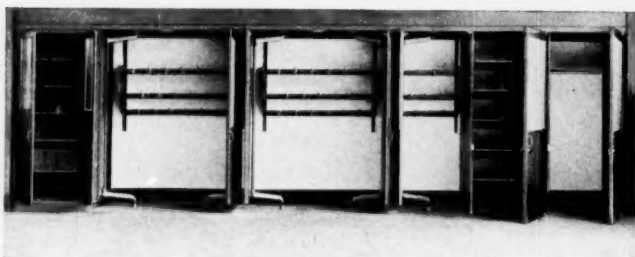


R-W Classroom Wardrobes

IN 13 MORE SCHOOLS



Public School 195, one of 13 new Brooklyn schools recently designed and built by the New York Board of Education, all equipped with R-W No. 780 Wardrobes. Caristo Construction Corp., general contractor.



R-W No. 780 School Wardrobe with fully receding pupils' doors, individually operated. 5-Door pupils' section, equipped with hat and coat racks, accommodates 40 pupils.

From Brooklyn to Santa Barbara, from Bemidji to Baton Rouge, more and more schools every year are equipped with R-W classroom wardrobes because they provide so many extras:

- Simplicity of Design
- Ease of Installation
- Flush Front Sanitary Construction
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- Maximum Space for Wraps



wardrobes are manufactured in three standard principles of operation:

No. 883 Multiple Operation • No. 781 Pair Operation
No. 780 Individual Door Operation

Each type has its special features and adaptations to conditions established by the architect. Can be furnished complete (with flush doors, coat racks, chalk boards, cork boards and other accessories) in standard finishes. For further information about school wardrobes by Richards-Wilcox please get in touch with our nearest office.

Richards-Wilcox Mfg. Co.

A DIVISION OF THE RICHARDS-WILCOX GROUP
AURORA, ILLINOIS, U. S. A. • Branches in all principal cities



OVER 72 YEARS

NEWS...

since fluorine was introduced into that city's water supply in 1947, according to Dr. Winston Tucker, health commissioner.

Periodically, children's teeth are x-rayed as a check on the program.

Evanston was the third city in the country to adopt a fluorine program, being preceded by Grand Rapids, Mich., and Newburgh, N.Y.

Cost of the program is approximately 12 cents per person a year in Evanston and Skokie, which takes its water from the Evanston plant.

A.E.C. Chairman Urges Teaching of Atom's Peace Role

WASHINGTON, D.C.—In a letter to Sen. Herbert R. O'Connor (D.-Md.) Gordon Dean, chairman of the Atomic Energy Commission, recently urged wider public knowledge and understanding of the peacetime potentialities of atomic energy. He emphasized, however, that the federal agency had avoided formulating any educational program in atomic energy, and suggested that that was the responsibility of the established schools.

Sen. O'Connor, asking for Mr. Dean's views on the subject, received this reply from him:

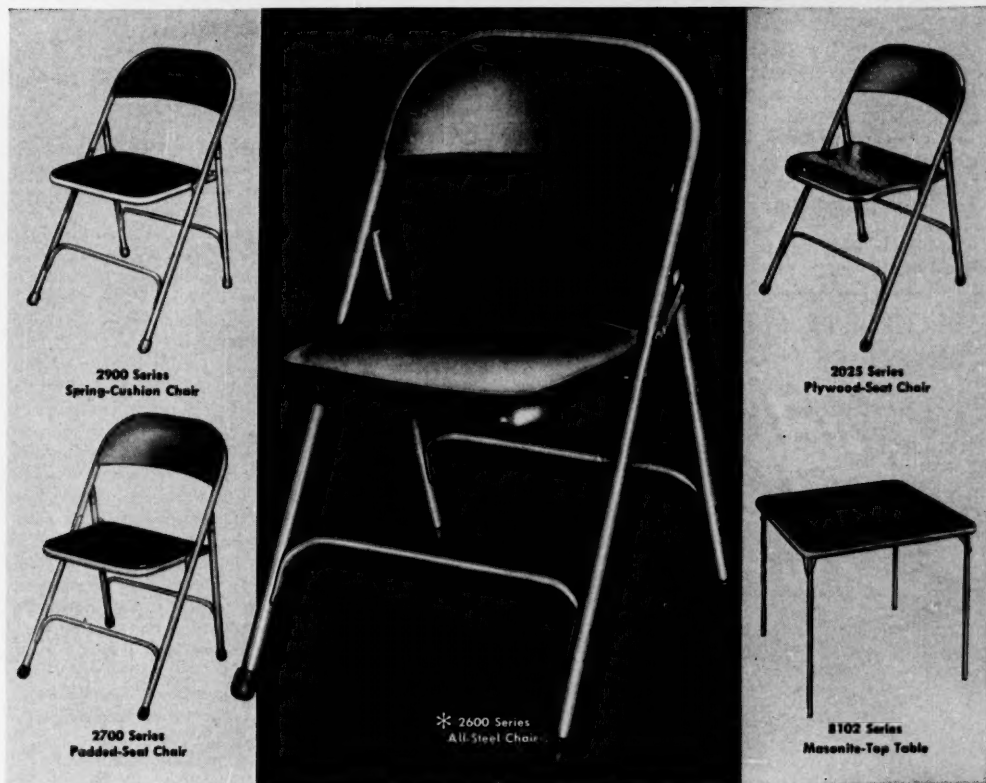
"We hope you will express your interest to educators in Maryland and elsewhere, and urge them to continue and expand the good work they have started. We shall be most happy to assist them in any new or expanded educational program they may wish to develop."

TV at Home Is No Aid to School Achievement

CINCINNATI, OHIO.—Whether children learn in school is not affected one way or the other by the ownership of a television set at home, according to Dr. Raymond F. McCoy, director of the Xavier University Graduate Division, who directed a recent survey.

Dr. McCoy was chairman of the four-man advisory committee that had charge of the general planning of the children-television study project. The Xavier study was made possible by a grant from the Crosley Broadcasting Corporation. It set out to find the answers to two specific questions: (1) How do children having sets at home compare with other children in school achievement? (2) Do children having sets at home do better school work when their parents closely control their television?

America's No. 1 Public Seating Buy!



Samson Folding Chairs

TRY IT FREE—

Test America's No. 1
Public Seating Buy Right
In Your Own Office!

● Write us on your letterhead, describing your public seating problem. We will send you, express prepaid, for examination *right in your own office*, the amazing new Samson series 2600 folding chair! No obligation. Special low prices on quantity purchases. Ask your Samson distributor for quotation, or write us direct.

Posture-Designed For Extra Comfort! Steel Construction For Extra Strength! Special Folding Action For Extra Safety!

SAMSON FOLDING CHAIRS are definitely your best public seating buy because they offer you: (1) low cost; (2) long life; (3) real comfort; (4) unsurpassed ease of handling!

weight uniformly distributed, folding mechanism guards against injury, seat rigidly supports framework, back is properly shaped for comfort."

Leading Users Choose Samson:

***Impartial laboratory tests** by Pittsburgh Testing Laboratories found the Samson 2600 series chair: "Substantial, well-balanced, easily set up or folded, storing in the most compact space,

United States Navy; Transcontinental World Airlines, Inc.; E. I. DuPont de Nemours & Co.; Denver University Arena; American President Lines; Federal Reserve Bank, *Richmond, Virginia*; National Broadcasting Co., Inc.; Stix, Baer & Fuller Co., *St. Louis, Missouri*.

THERE'S A Samson FOLDING CHAIR FOR EVERY PUBLIC SEATING NEED

Shwayder Bros., Inc., Public Seating Div., Dept. 1-1, Detroit 29, Michigan

ALSO MAKERS OF FAMOUS SAMSON FOLDAWAY FURNITURE FOR THE HOME AND SMART SAMSONITE LUGGAGE FOR TRAVEL

NEWS...

Aids Graduate Work in Southern Universities

NEW YORK.—Oliver C. Carmichael, president of the Carnegie Foundation for the Advancement of Teaching, has announced a \$1,200,000 five-year program for the development of "high quality graduate and research programs" in key institutions in the South as pace-setters for strengthening graduate work in that area.

Applying to the "basic fields of the arts and sciences and the social sciences,"

the program will be carried out through Duke University and the University of North Carolina, in that state; Emory, in Georgia; Tulane, in Louisiana, and Vanderbilt, in Tennessee.

Demonstration Center at S.I.U.

CARBONDALE, ILL. — A new \$2,800,000 four-storied building at Southern Illinois University now serves as a demonstration center for schools in the southern Illinois area and as a laboratory for S.I.U. students in training as future teachers.

NAMES IN THE NEWS

SUPERINTENDENTS...

H. Lawson Smith returned to his duties as superintendent at Herlong Elementary School District, Herlong, Lassen County, California, on December 15 after a 12 weeks' absence for graduate study at Stanford University. During his absence, **Jack C. Goodwin**, principal, acted as superintendent.

Elliott Diggle has been named superintendent of schools at Pepperell, Mass. He fills the post left vacant by the death of **Herbert H. Archibald**. Mr. Diggle is a former superintendent of schools at Belfast, Me.

Wilmer M. Jenkins has left his post as superintendent of schools in Durham County, North Carolina, to accept a position in the educational department of the University of North Carolina. **Lester Smith**, former county business manager, is now acting superintendent.

George M. Kibby has been reappointed superintendent of the district schools at Corona, Calif., for another four years.

James E. Pease, superintendent of elementary schools at La Grange, Ill., will take office July 1 as the new president of the Illinois Education Association. He has been a member of the I.E.A. state legislation committee for 11 years, having served as chairman during the last four and a half years.

James M. Spinning, superintendent of schools at Rochester, N.Y., for the last 18 years, recently signed a new six-year contract. Mr. Spinning had been teacher and administrator at Middletown, N.Y. before going to Rochester.

N. B. Mahuron will retire Aug. 1, 1952, as superintendent of schools at Liberal, Kan., after serving 30 years in that position. His successor will be **Marvin P. Forker**, now superintendent at Medicine Lodge, Kan.

PRINCIPALS...

William S. Graybeal, assistant to the superintendent of schools at Wytheville, Va., has been appointed acting principal of the Rural Retreat High School, Wytheville, succeeding **C. M. Vaughan Jr.**

D. D. Prince is the new high school principal at Celina, Tex.

IN THE COLLEGES...

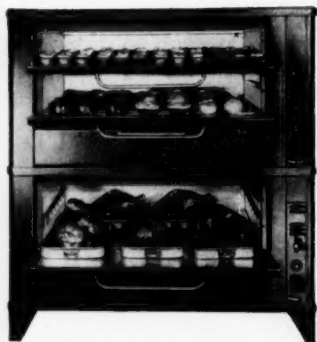
Louis M. Hacker, present director of the School of General Studies at Columbia University, New York, will become dean of the new Faculty of General Studies on February 1. It is the 16th

BLODGETT FLEXIBILITY PROVIDES

MENU VARIETY



You can roast, bake and do general oven cookery in a Blodgett oven because of its flexibility and capacity. Each section is separately controlled for proper heat. Foods requiring different temperatures are cooked in different decks at the same time; meat might be roasted in one section at 300°F; baking done in another at 425°F; and general oven cookery in still another at 350°F. A Blodgett is continually producing for you because it can take care of as much as 70% of the cooked food items on your menu.



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One deck holds twelve 10 in. pie tins or two 18 x 26 bun pans.

COOKING

One deck holds as many as 116 casseroles or comparative capacity.

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One deck has capacity for five 25 lb. turkeys or equal capacity.

All at the Same Time!

Blodgett makes ovens from its "Basic Three" design which provides the units to make 24 models.

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TODAY'S RECIPE TO **CONTROL COSTS** **TOLEDO**... *All the way!*



SLICERS. New Toledo Slicer with Quick-Weigh Estimator—saves time, saves steps. Illuminated platter... greatest ease of operation and cleaning.



CHOPPERS. Time-saving speed... produces chopped meat which looks better, tastes better. Clean modern beauty. Three sizes.



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SAWS. Better cutting faster! Big capacity... illuminated meat table... new speed and ease in cleaning.



"DOUBLE ACTION" PEELER for potatoes and vegetables... cleaner, faster with minimum of waste. Efficient sharp abrasive surfaces on both cylinder wall and disc. Choice of capacities.



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INGREDIENT SCALES. Precise weighing with Toledo helps you control quality of mixes.



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Now—another outstanding new Toledo to *save kitchen labor and reduce costs*... Model C2A-1 Automatic Conveyor Dishwasher! Efficient single tank design with separate rinse compartment. Deflector holds clear water going into wash to desired amount. Tank is shallow, single level, for easy cleaning. Capacity 3750 dishes per hour. Two speed conveyor, with "dwell". Zip-Lok makes removal and replacement of spray tubes easy, without tools. Self-draining pump.

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etc.

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Hardwood Products Solid Core Flush Veneered Doors are designed and built for the hard service required in schools. They meet the rigid demands of economy and long life.

Hardwood Products Solid Core Flush Doors are firm and solid—as solid as a slab of the tree itself—they stand abuse; being solid they do not “drum”—so are quiet in use and do not transmit noises—being solid they are “slow burning” so are fire resistant. The attractive face veneers can be made to match any decoration theme. Lighter, cheaper doors just do not measure up to these standards.

Made only to order with any face veneer wanted.

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NEWS...

faculty at Columbia as well as the first new one in 20 years. At present the director is assisted by an administrative board of deans and representatives of other university faculties. This administrative board will now be superseded by the Faculty of General Studies.

The Rev. R. Wright Spears has been inaugurated as the 13th president of Columbia College, Columbia, S.C., succeeding Walter K. Greene, who retired recently after serving as president of both Columbia and Wofford College at Spartanburg, which are jointly operated by the South Carolina Conference of the Methodist Church.

Edwin J. Brown, who has served as dean of St. Louis University since 1944, has been appointed dean of the new department of education at the University of Santa Clara, Santa Clara, Calif. Dr. Brown, a nationally known educator, author, poet and newspaper editor, also is a former professor of education and dean of the graduate school at Kansas State College, Manhattan.

Mathew D. Smith has been appointed president of Dakota Wesleyan University, effective early this year. Dr. Smith served as dean of Dakota Wesleyan from 1936 until 1944. Prior to that time he was dean of Kansas Wesleyan. Since 1914 he has been president of the Pan American Institute of Panama.

Otis W. Freeman has been inaugurated as the 13th president of Eastern Washington College of Education at Cheney. Dr. Freeman has had visiting professorships at Indiana University, University of Hawaii, and Western Reserve. He also served with the U.S. Office of Education in Washington, D.C.

J. Wesley Crum, professor of education at Central Washington College of Education, has been named president of the Washington Education Association. Rolland H. Upton, superintendent of Auburn public schools and retiring president, became vice president.

OTHERS...

John Dale Russell, assistant commissioner for higher education in the U.S. Office of Education, has accepted a post as chief executive officer of the Board of Educational Finance for New Mexico, effective early this year. Dr. Russell formerly served a year at the Biarritz American University in France, and prior to that taught at the University of Chicago.

Elizabeth E. Marshall, assistant director of radio and television of the Chicago public schools, was voted the out-

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While you're planning ahead—to keep school dollars meeting constantly enlarging needs, remember *Crane*—the preferred plumbing.

Crane plumbing fixtures have the built-in quality to meet the growing service load most economically. They're easy to clean, and they

last longer! They offer the kind of dependability that means low up-keep for years ahead.

Whether it be for new construction, or for enlarged facilities in present buildings, Crane quality plumbing and heating equipment can save precious school dollars in the long run.

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NEW IDEAS IN LOCKER ROOM VENTILATION



Part of specially-ventilated Penco locker installation in Lawrenceville School's new \$1,250,000 Field House. Heated fresh air circulates constantly through lockers. Karcher & Smith, Architects.

More and more locker rooms are now being equipped with mechanical ventilation to thoroughly air out lockers, keep clothes drier and fresher, promote better sanitation. Penco—in cooperation with leading architects—has developed economical variations of standard lockers to meet all ventilating needs, from simple forced air systems to complete, built-in air conditioning. Write for new catalog on the full line of Penco Steel Lockers.

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NEWS...

standing woman in radio and television for 1951 and given the first *McCall's* Microphone by a panel of distinguished judges December 26. The award was based on the work Mrs. Marshall has done with radio in the Chicago schools and her statewide community work through the Illinois Congress of Parents and Teachers.

John A. Hunter, formerly supervisor of statistics and research for the Louisiana State Department of Education, is now registrar and associate professor of education at Louisiana State University. Prior to joining the state department, he had been director of personnel at L.S.U.

DEATHS...

John J. Early, president of the Wyoming State Board of Education since 1928, died of a heart attack December 2. In 1908 Mr. Early went to Wyoming and was superintendent of schools at Sheridan from that time until his retirement in 1945.

Wesley A. Peik, dean of the University of Minnesota College of Education, died recently. A past president of the American Association of Colleges for Teacher Education, he conducted many educational studies, especially in the fields of curriculum and teacher education.

Carroll C. Jacobson, executive secretary of the South Dakota Education Association since 1948, died recently. Mr. Jacobson was formerly associated with the schools in Canton, S.D.

Wesley E. Peik, dean of the college of education of the University of Minnesota, died December 6. Known as the father of the American Association of Colleges for Teacher Education, he spearheaded the development of the nationwide accreditation program. An author, he served as first chairman of the National Education Association's Commission on Teacher Education and Professional Standards.

Herbert H. Archibald, superintendent of schools in Pepperell, Tyngsboro and Dunstable, Mass., died recently. He was reappointed superintendent of the school district for his third three-year term last spring.

W. Earle Rupert, supervising principal of the public schools at Kennett Square, Pa., died suddenly of a heart attack recently. The dean of Chester County principals, he started as supervising principal of Kennett Square schools in 1917 and continued in that capacity when the consolidation took place in 1932.



when the Ballerina fell flat on her dignity

INS reports an unusual performance by a famed ballet company in Detroit.

When members of the cast started sitting down suddenly, the audience suspected this was not in the script. But when the Prima Ballerina's dainty toes slid from under her—the audience was convulsed.

The culprit? Freshly laid linoleum on the stage, so highly polished it was as slippery as a skating rink. Hardly a safe surface for dancing—or even walking.

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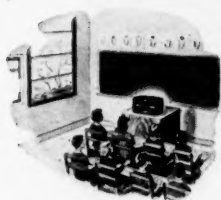
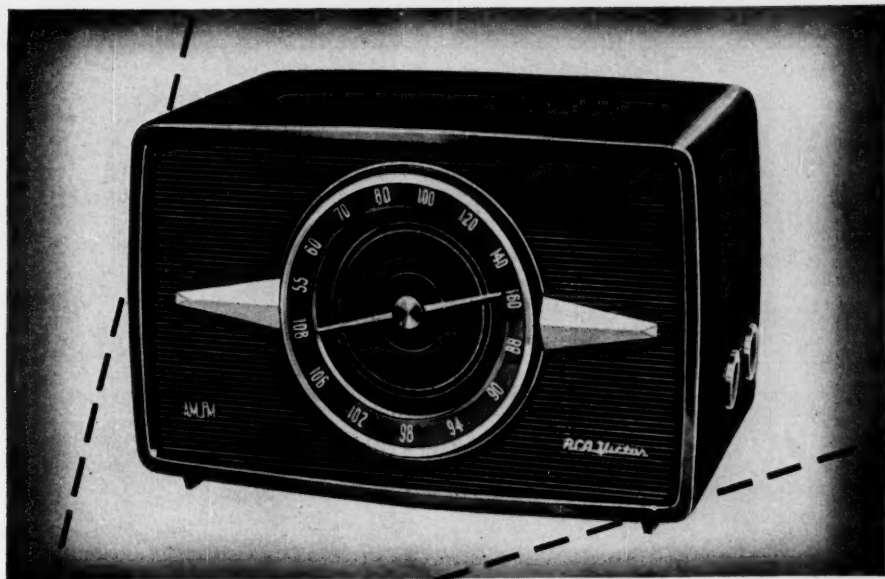
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the finest reception of standard AM broadcasts . . . and if your school is fortunate enough to be within range of an educational FM station, *The Livingston* (Model 1R81) also offers incomparable FM reception.

The Livingston has the famed "Golden Throat" tone system with an eight-inch speaker for console-type tone quality. Two built-in antennas

for FM and Standard broadcast. And, of course, there is a phono-jack which allows you to plug in a record player, like the "Victrola" 45 Attachment for superb record reproduction.

Your local RCA Victor dealer will be pleased to demonstrate this fine receiver for you. Fill out the coupon below for literature describing this and many other RCA Victor radio receivers.

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COMING EVENTS

Meeting dates for national and regional programs

FEBRUARY

7-10. National Conference, N.E.A. Department of Audio-Visual Instruction, Boston.

10-14. Association for Supervision and Curriculum Development, Boston.

16-20. National Association of Secondary-School Principals, N.E.A., Cincinnati.

22-23. National School Boards Association, St. Louis.

22-25. Annual Meeting, N.E.A. Department of Rural Education, St. Louis.

23-27. Regional Convention, American Association of School Administrators, St. Louis.

23-27. Regional Convention, National Society for the Study of Education, St. Louis.

25. Regional Convention, National School Public Relations Association, St. Louis.

MARCH

8-10. Area Meeting, N.E.A. Department of Rural Education, Los Angeles.

8-12. Regional Convention, American

Association of School Administrators, Los Angeles.

8-12. Regional Convention, National Society for the Study of Education, Los Angeles.

10. Regional Convention, National School Public Relations Association, Los Angeles.

10. Regional Meeting, American Educational Research Association, Los Angeles.

APRIL

5-7. Area Meeting, N.E.A. Department of Rural Education, Boston.

5-9. Regional Convention, American Association of School Administrators, Boston.

5-9. Regional Convention, National Society for the Study of Education, Boston.

6-10. Annual Meeting, American Association for Health, Physical Education and Recreation, Los Angeles.

7. Regional Convention, National School Public Relations Association, Boston.

7. Regional Meeting, American Educational Research Association, Boston.

10, 11. Midwest Conference on Rural Life and Education, Sioux Falls, S.D.

14-18. Study Conference of the Association for Childhood Education International, Philadelphia.

16-19. National Conference on Higher Education, Chicago.

20-22. Midwest Conference on Administrative Leadership Serving Community Schools, N.E.A. Department of Rural Education, Fargo, N.D.

21-23. Great Lakes Conference on Rural Life and Education, N.E.A. Department of Rural Education, University of Wisconsin, Madison.

30-May 3. International Council for Exceptional Children, Omaha.

JUNE

16-19. National Association of Student Councils of the National Association of Secondary-School Principals, Evanston, Ill.

26-July 1. N.E.A. Department of Elementary School Principals, Detroit.

30. Annual Meeting, N.E.A. Department of Classroom Teachers, Detroit.

30-July 5. National Education Association, Detroit.

JULY

7-18. Ninth Classroom Teachers National Conference, N.E.A. Department of Classroom Teachers, Michigan State Normal College, Ypsilanti, Mich.

OCTOBER

12-15. Seventh National Conference of County and Rural Area Superintendents, New York City.

12-16. Association of School Business Officials of the United States and Canada, Atlantic City, N.J.

Plan with the Best in Laboratory Equipment

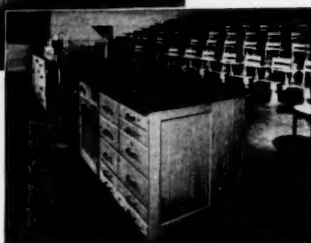
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Whatever your needs—Cabinets, Chemistry desks and tables, physics tables, casework, etc.—*plan with the best...* Kewaunee. To insure delivery by fall, your schools should ORDER NOW!



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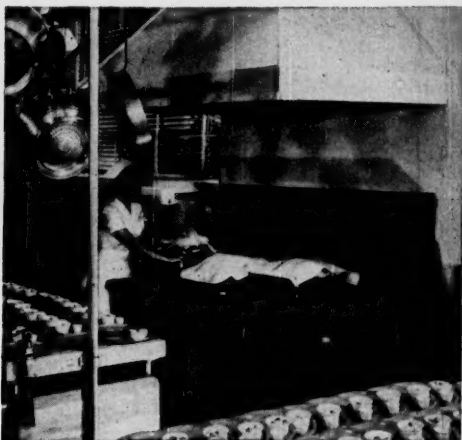
Kewaunee will exhibit at these A.A.S.A. Meetings:
St. Louis, Feb. 25-27
Los Angeles, Mar. 8-12
Boston, Apr. 8-9



Heavy-duty Gas-fired ranges make foods hot and tasty for over 300 hungry youngsters each day.



Modern Henry Mingay Elementary School, Burbank, California.



QUESTION:

What are the cooking requirements at the Henry Mingay School?

ANSWER:

Over 300 students a day eat here, in a 40-minute lunch period. This calls for organization in the cafeteria line, and makes top efficiency in the kitchen absolutely necessary.

QUESTION:

Doesn't it require a lot of cooking equipment to turn out hot food for 300 hungry youngsters in such a short time?

ANSWER:

No indeed. The school kitchen uses 2 simple, dependable Gas-fired ranges. The children love the specialties, Mexicali Pies and Hamburgers, which are served piping hot, as needed, because Gas cooking allows complete temperature control—cooking heat when you want it, at the temperature you need.

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Well, it's fast and efficient—a compact kitchen with a large cooking volume capacity can be built around Modern Gas Equipment. Gas is such a clean fuel, too. And on top of that, Gas is economical to use.

QUESTION:

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ANSWER:

Because it costs *less* to buy Modern Gas Equipment and *less* to cook with Gas than it does to use other cooking methods.

QUESTION:

In other words, Gas gives completely dependable cooking service, and saves money too?

ANSWER:

Absolutely. Modern Gas Equipment will do the same thing in your School Kitchen too. You can get the facts from your Gas Company Representative—so call him up today.



The novel Drop-kitchen—with floor 6" lower than that used by children—makes serving easier by raising children's eye-level to that of the servers behind the counter.

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THE BOOK SHELF

Printed publications of interest to school administrators are listed as received.

ADMINISTRATION

Let's Look at the Attacks on the Schools. Report of workshop group in secondary education, Ohio State University. Includes suggestions for meeting attacks. By graduate committee of 17 under leadership of Harold Alberty. Ohio State University Press, Journalism Building, Columbus, Pp. 144. \$1.50.

Education Unlimited. A Community High School in Action. By Grace S. Wright and Walter H. Gaumnitz, division of elementary and secondary schools; and Everett A. McDonald Jr., high school, East Hampton, Conn. Bulletin 1951, No. 5. U.S. Office of Education. U.S. Government Printing Office, Washington 25, D. C. Pp. 35. 15 cents.

The American School and University. Twenty-

third annual edition. A yearbook devoted to the design, construction, equipment, utilization, and maintenance of educational buildings and grounds. American School Publishing Corporation, 470 Fourth Ave., New York 16. Pp. 925. \$5.

Equipment Maintenance Manual. By Augusta H. Clawson. Sanitation techniques established by Mary M. O'Donnell. Use of job breakdown. Ahrens Publishing Company, Inc., 71 Vanderbilt Ave., New York. Pp. 48.

School Fire Safety. By N. E. Viles, specialist for school plant management. Stresses the importance of safe conditions in school plants, lists various hazards, and outlines certain procedures for avoiding or eliminating some of these hazards. U.S. Government Printing Office, Washington 25, D.C. Pp. 58. 20 cents.

The Outlook for Women in Social Work Ad-

ministration, Teaching, and Research. Bulletin of the Women's Bureau No. 235-6, Social Work Series. U.S. Government Printing Office, Washington 25, D.C. Pp. 83. 25 cents.

AUDIO-VISUAL

A Directory of 2002 16mm Film Libraries. By Seerley Reid, acting chief, visual education service, and Anita Carpenter, visual education service, U.S. Government Printing Office, Washington 25, D.C. Pp. 113. 30 cents.

CURRICULUM

Facts About Narcotics. By Victor H. Vogel, M.D., medical officer in charge of U.S. Public Health Service Hospital, Federal Security Agency, Lexington, Ky., and Virginia E. Vogel, president, board of directors, Lexington-Fayette County, Mental Health Service. Science Research Associates, Inc., 57 W. Grand Ave., Chicago 10. Pp. 49.

How You Can Teach About Communism. By Ryland W. Cray, associate professor of history, Teachers College, Columbia University, and Gerald L. Steibel, currently on active duty with the U.S. Army as a psychological warfare officer. Designed to serve as a teaching aid and describes the twin roots of communism, Russian history and Marxism, and how they grew and what they mean. Analyzes the main "lines" of communist propaganda; the "lines" on peace, social justice, social criticism, class struggle, human rights, the vitality of free institutions. Anti-Defamation League of B'nai B'rith, 212 Fifth Ave., New York 10. Pp. 48. 25 cents.

Primer on Communism. Prepared by Anti-Defamation League of B'nai B'rith. Question and answer form. Anti-Defamation League of B'nai B'rith, 212 Fifth Ave., New York 10. Pp. 74. 25 cents.

How To Locate Educational Information and Data. Third edition, revised and enlarged. An aid to quick utilization of the literature of education. By Carter Alexander, library professor emeritus, Teachers College, Columbia University, and Arvid J. Burke, director of studies, New York State Teachers Association. Bureau of Publications, Teachers College, Columbia University, New York. Pp. 441. \$4.50.

Offerings and Enrollments in High-School Subjects. Biennial survey of education in the United States, 1948-50, chapter 5. U.S. Government Printing Office, Washington 25, D.C. Pp. 118. 30 cents.

DIRECTORIES

Federal Government and States. 1950-1951 Education Directory, Part I. Includes principal officers of state departments of public instruction and of the U.S. Office of Education. U.S. Government Printing Office, Washington 25, D.C. Pp. 59. 15 cents.

NEA Handbook. Directory of divisions, departments and commissions. N.E.A., 1201 16th St., N.W., Washington 6, D.C. Pp. 384. \$1.

EQUIPMENT AND SUPPLIES

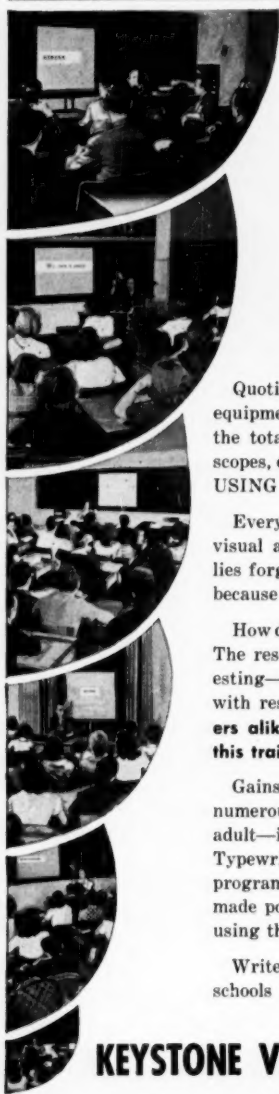
Recommended Equipment and Supplies. Revised edition. For nursery, kindergarten, primary and intermediate schools. Approved items are listed under such headings as: art, music and science. Age level, name and address of manufacturer, a bibliography and an alphabetical index of all items by common and trade or brand names are included. Association for Childhood Education International, 1200 15th St., N.W., Washington 5, D.C. Pp. 71. \$1.

FEDERAL LEGISLATION

Survey of Federal Educational Activities. Part 3. Federal educational activities and educational issues before Congress. A report prepared in the legislative reference service of the Library of Congress by Charles A. Quattlebaum, educational research analyst. Order from U.S. Government Printing Office, Washington 25, D.C. Pp. 228. 50 cents.

FINANCE

Suggestions for Determining the Best Bid on a School Bond Issue. Offers help on how to compute bids and determine relative value of different bonding procedures. By William B. Cantelero. Publication No. 3, Educational Service Bureau, School of Education, University of Pennsylvania, Philadelphia 4. Pp. 16. 75 cents.



"Teachers USE the Keystone Tachistoscope"

Quoting from the recent survey of visual aid equipment in U. S. schools: "Impressive as is the total of schools owning Keystone Tachistoscopes, even more striking is the number actually USING them."

Every educator knows that there are more visual aids bought than used. Much equipment lies forgotten on the shelf, covered with dust . . . because the expected results did not materialize.

How different with the Keystone Tachistoscope! The results are so immediate—the use so interesting—the time involved so small in comparison with results achieved—that **students and teachers alike enthusiastically favor continuation of this training.**

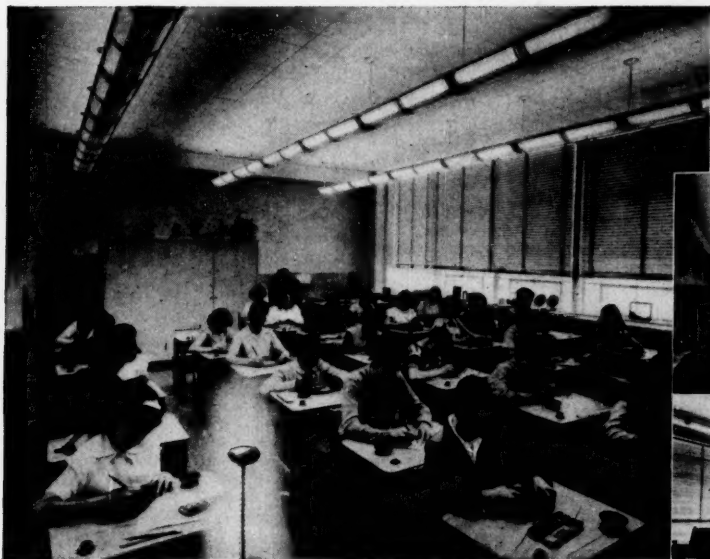
Gains exceeding 50% have been reported by numerous classes, ranging from elementary to adult—in Reading Skills, Spelling, Arithmetic, Typewriting, Art and Music. Practical daily programs, based on classroom experience, have made possible the immediate success of teachers using the tachistoscope for the first time.

Write for *Reports of Results* being attained by schools using the Keystone Tachistoscope.

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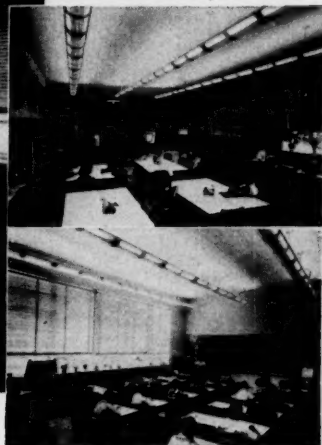
The Burlington School System

chooses the Wakefield fluorescent Star



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*for all new and relighted
classrooms of the City of
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School System*



THE STAR has a translucent Plaskon reflector which completely shields the fluorescent lamps. When the lamps are lit the reflector and the ceiling above it are of approximately equal brightness. Thus glare, both direct and reflected, is reduced to a minimum.

In the City of Burlington's drive to "build new and modernize the old" a vigorous committee, sparked by the leadership of Superintendent Joseph W. Howe, made actual classroom tests of various lighting fixtures. As a result, the Wakefield luminous-indirect Star was selected for all classrooms in both the new and modernized buildings of the school system.

On this page are shown several of the relighted rooms. Walls were painted in soft pastel shades with good reflectances. For the first six grades, new movable blond furniture was purchased. Older furniture was sanded and brought up to no-glare, high reflectance standards. Floors were refinished in light colors or covered with light-colored tile.

With the Wakefield luminous-indirect Stars installed, the classrooms provide a comfortable visual environment, achieving brightness ratios equaling or bettering those recommended by the American Standard Practice for School Lighting.

For a copy of our 20-page booklet, "Supplementary Lighting for the CO-ORDINATED CLASSROOM", write to The F. W. Wakefield Brass Company, Vermilion, Ohio.

Wakefield Over-ALL Lighting

BASIC FOR CO-ORDINATED CLASSROOMS





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COLLEGES use tape to train teachers, record lectures of specialists, cut the cost of producing educational movies. Tape also simplifies counseling and guidance, interchanges of information, radio productions.

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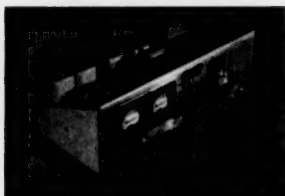
What's New FOR SCHOOLS

FEBRUARY 1952

Edited by BESSIE COVERT

TO HELP YOU get more information quickly on the new products described in this section, we have provided the postage paid card opposite page 180. Just circle the key numbers on the card which correspond with the numbers at the close of each descriptive item in which you are interested. The NATION'S SCHOOLS will send your requests to the manufacturers. If you wish other product information, just write us and we shall make every effort to supply it.

Binaural Tape Recorder



Binaural, or two-ear recording is designed to give a "third dimension" in sound. Binaural recording is accomplished by recording the original sound, either voice or music, through two separate microphones. Each microphone records on a separate side or channel of standard $\frac{1}{4}$ inch sound recording tape. The two channels are recorded at the same time and reproduced simultaneously through two separate speakers or headphones (one on each ear), giving the effect of the listener's ears actually being present when the recording is made.

Stereoscopic or binaural sound is recorded in a manner similar to stereoscopic photography. The two microphones are placed about six inches apart for recording. Especially effective reproduction is achieved over two independent headphones or two level-balanced speakers properly placed in an acoustically designed room. Binaural sound recording is especially effective in education for music, speech correction, dramatics and discussion groups. **Magnecord Inc., Dept. NS, 360 N. Michigan Ave., Chicago 1. (Key No. 297)**

Pressed Tableware

A new line of pressed tableware is being introduced with two new items; a $4\frac{1}{2}$ ounce and a $3\frac{1}{2}$ ounce sherbet dish. The new line will be known as Libbey "Durapress" glassware. It will be built to take rugged handling and have true brilliance and high eye appeal. The new pressed items are attractive in design, with smooth, rounded edges which lessen the possibility of chipping. **Libbey Glass Co., Div. of Owens-Illinois Glass Co., Dept. NS, Toledo 1, Ohio. (Key No. 298)**

Folding Arm Chair

The new Clarin Tablet Arm Chair that folds is designed for portable seating for lectures, overflow classes, examinations, seminars, laboratories, and for taking minutes, notes and dictation. The arm is an integral part of the chair and may be adjusted to several positions. It may be raised upright for getting in and out of the chair, folded flat against the seat for compact storage, or completely lowered to the side when not needed.

The chair has a doubly reinforced steel frame with plywood seat and back



and is available with seat only or seat and back upholstered. The folding arm is of solid wood. The chair, No. 2317-WTA, has rubber feet to prevent noise and marring. **Clarin Mfg. Co., Dept. NS, 4640 W. Harrison St., Chicago 44. (Key No. 299)**

Wet Surface Enamel

Certified Wet Surface Enamel No. 445 has been developed especially as a coating for painting locker and shower room walls. It is adaptable to painting surfaces which are constantly damp and where humidity is constantly high. It is applied directly to clean surfaces which are actually damp at the time of application. The product is available in white and colors. **United Laboratories, Inc., Dept. NS, 16801 Euclid Ave., Cleveland 12, Ohio. (Key No. 300)**

Masonry Wall

A new type insulated cavity masonry wall, known as the SCR Insulated Cavity Wall, features a new type low cost pouring insulation. The new masonry wall needs no furring, lathing or plastering on the interior wall surface but can be plastered direct when desired. The wall is built in two sections, interior and exterior, with a hollow space in between which helps to prevent heat loss and penetration of moisture. The insulation used in the new SCR Insulated Cavity Wall is a fibrous type of insulation designed to be poured into the cavity. The Institute states that no changes are required in present cavity wall structural design or building code construction requirements in insulating the new wall. **Structural Clay Products Institute, Dept. NS, 1520 18th St. N.W., Washington 6, D.C. (Key No. 301)**

Wall-Hung Sanistand

The Sanistand, the sanitary urinal for women's rest rooms, is now available in a wall-hung model. It has all of the features of the regulation floor model fixture. It is made of genuine vitreous china in white or a variety of pastel shades. It has no seat to become contaminated and hence can be easily and quickly cleaned. The unusually powerful flushing action adds to its hygienic qualities. The Sanistand is a urinal designed to be used by women without having to



come in contact with the fixture. **American Radiator & Standard Sanitary Corp., Dept. NS, P. O. Box 1226, Pittsburgh 30, Pa. (Key No. 302)**

(Continued on page 148)

There is a Cincinnati Clock and Program System to meet your school's needs

When planning a centralized time and program control system for your school, it will pay you to investigate Cincinnati equipment. Now in use at leading schools and universities, Cincinnati equipment offers exclusive advantages, yet its cost is moderate, thanks to simplicity of design and new, modern production methods. Cincinnati engineering service is available without obligation—to show you the benefits of a Cincinnati time and signal system. Write Department NS22 today.



... Heart of every Cincinnati time and signal system is the MAS-TER-PRO. This unit maintains uniform and correct time on all corridor and classroom clocks. It also serves as "program director" by sounding bells, gongs, buzzers, alarms, etc., at predetermined intervals, and in precise synchronization with all secondary clocks. Signals are programmed almost as easily as you tune a radio—there are no tapes to punch, no clips to adjust. Clock circuits require only two wires, thus installation is easy, economical. And dependability is assured because this unit contains no electronic tubes to fail or grow weak!

Cincinnati Secondary Clocks



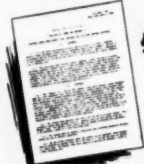
Double dial bracket type, available with 12", 15" or 18" dial. Also made for chain suspension.



Surface or flush type, available with 9", 12", 15" or 18" dial—for surface or flush mounting.



Ornamental skeleton type, made in size and styles to meet a wide variety of design needs.



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Exact duplicate of the famous "Silver Steel" No. 65, but with shorter (16-inch) blade and smaller handle. Excellent for precision work in cramped space!

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Special rounded end for safety. Perfectly tempered, flat-ground blade. Fully lacquered, plain beech handle. A must for every shop!

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Tempered of special steel to stay sharp and wear longer. Filed and set ready for use. Fully lacquered beech handle. Top Quality! Top Value!

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6, 7, 8, 10 and 12-inch diameters. Genuine "Silver Steel" quality—in short, the best! Individually packed, with one bushing.

Ask your supplier to let you examine the full line of Atkins Jr. Saws, regular saws and files. School shops everywhere have proved them best!

Use—
Don't Abuse—
Fine Tools!



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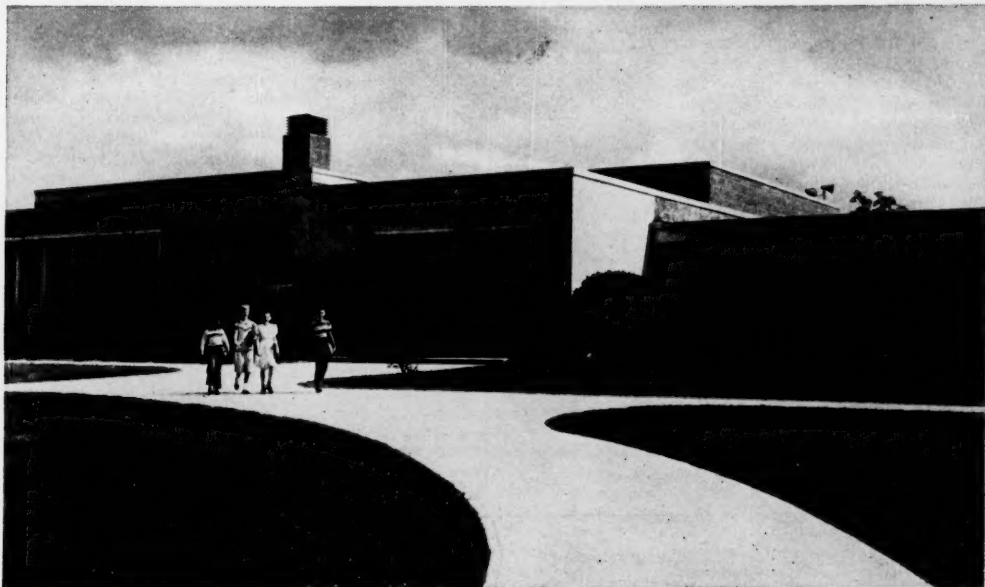
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The NATION'S SCHOOLS



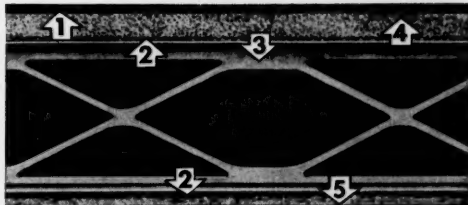
Manor Oaks School, New Hyde Park, N. Y., is fire-safe because its floors and roof are constructed with Bethlehem Open-Web Steel Joists. The new school, which can accommodate 650 students in 8 grades, has 21 classrooms and a gymnasium. Architect: Frederic P. Wiedersum, New York. Contractor: Jonwal Construction Company, Mineola, N. Y.

IN YOUR NEW SCHOOL Open-Web Steel Joists = FIRE-SAFETY

Protection against fire is a "must" in modern schools. Today a school can be fire-safe, even on a modest budget, by building with Bethlehem Open-Web Steel Joists in combination with concrete floor-slab and plaster ceiling. Open-Web Joists, easy and economical to install, provide sturdy, non-combustible floors and allow a maximum area between fire walls.

Fire-safety isn't the only advantage you'll gain by using Bethlehem Open-Web Joists. They simplify the work of other trades, since pipes and wiring can be run through the open webs. They make possible solid floors, resistant to vibration and sound. Because these joists won't sag or shrink, dirt-catching cracks can't form between baseboard and floor. Open-Web Joists can be used effectively as roof supports, too.

Your architect will be glad to give you more information on how Bethlehem Open-Web Steel Joists can provide fire-safety for your new school.



- | | |
|----------------------------------|---------------------|
| 1. ASPHALT TILE OR OTHER FINISH. | 2. METAL LATH. |
| 3. STEEL JOIST. | 4. CONCRETE SLAB. |
| | 5. PLASTER CEILING. |

Cross-section of typical Bethlehem Joist installation. Concrete and plaster prevent spread of fire. Asphalt tile, linoleum or other finishes may be used.

BETHLEHEM STEEL COMPANY, BETHLEHEM, PA.

On the Pacific Coast Bethlehem products are sold by
Bethlehem Pacific Coast Steel Corporation. Export
Distributor: Bethlehem Steel Export Corporation

BETHLEHEM OPEN-WEB JOISTS



What's New...

Classroom Screen

The new Radiant Classroom Screen for daytime projection is being made available in a 30 by 40 inch size, in response to many requests. The new screen provides a means for showing films, slides and filmstrips in normally lighted classrooms, and continues to be available in the standard 40 by 40 inch size. Radiant Mfg. Corp., Dept. NS, 2627 W. Roosevelt Rd., Chicago 8. (Key No. 303)

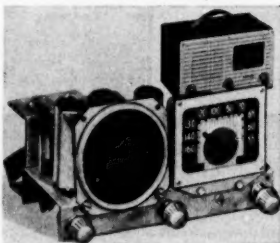
Ice Flake Machine

The Ajax Electric Ice Flake Machine produces cold, dry ice 1/16 to 3/32 inch thick, with no sharp corners and of the proper width and length to provide maximum cooling effect. The low temperature—18 to 20 degrees—and dryness of the ice keep the flakes from freezing together. The ice is produced at a low cost and the operation of the machine is fully automatic.

Ice is frozen on a stationary, stainless steel drum which is directly connected to the refrigeration compressor through permanent, rigid connections. A revolving cutter blade removes the ice from the drum. All of the equipment is mounted in a heavy angle frame with outer panels of heavy gauge steel finished

in hammerloid blue-gray. Ajax Corporation of America, Dept. NS, 2509 E. Washington Ave., Evansville, Ind. (Key No. 304)

Portable Radio Kit



A versatile, compact 3-way portable radio receiver is now available in kit form. It covers the full standard broadcast band and is known as the Sky-Rover. It is easily assembled with a soldering iron, screw driver and pliers. An 8 page instruction manual, available with the kit, includes both schematic and picture type diagrams presenting every construction detail. The completed unit operates from 105-125 volts DC, 60 cycle AC or batteries. Allied Radio Corp., Dept. NS, 833 W. Jackson Blvd., Chicago 7. (Key No. 305)

(Continued on page 152)

Wear-Ever Nicktex

A new scouring cloth, Wear-Ever Nicktex, is a two-ply knitted metal sleeve, woven in endless-chain texture which holds the flattened wire at the best angle for speedy, thorough cleaning without danger of gouging. It is iron and copper free and quickly and easily cleans burned on, chemically deposited or spilled substances on utensils, griddles, ranges and other metal surfaces. It is economical, long-wearing and easy to clean. The Aluminum Cooking Utensil Co., Dept. NS, New Kensington, Pa. (Key No. 306)

Gas Conversion Burner

The National gas conversion burner has a natural and mixed gas input range from 75,000 to 265,000 Btu. per hour. It is adjustable for use in either round or rectangular fireboxes and is available in a special model with a lower burner head position. The standard burner, model No. NGC-265, and the special type burner, model No. NGCW-265, come with a red baked enamel finish on a heavy steel burner duct. An automatic safety pilot and a solenoid type electric gas valve are standard equipment. The National Radiator Co., Dept. NS, Johnstown, Pa. (Key No. 307)

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BUDGET-WISE DARKENING!



You'll be surprised at how many classrooms one set of Portable Pakfolds will darken! They're custom-built to fit any window size or style . . . easily folded, rolled and packed for clean storage or moving . . . made of close-woven, vat-dyed cloth that won't pin-hole, crack or curl. Thousands of schools find Pakfolds serve best . . . cost far less!

THEY'RE PORTABLE!

L. O. Draper Shade Co.
Spice Land, Indiana P. O. Box 3611
Please send the complete Pakfold story and cloth sample.

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School _____
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American Folding Chairs

NEW IMPROVED DESIGN!



BEST FOR EVERY FOLDING CHAIR PURPOSE!

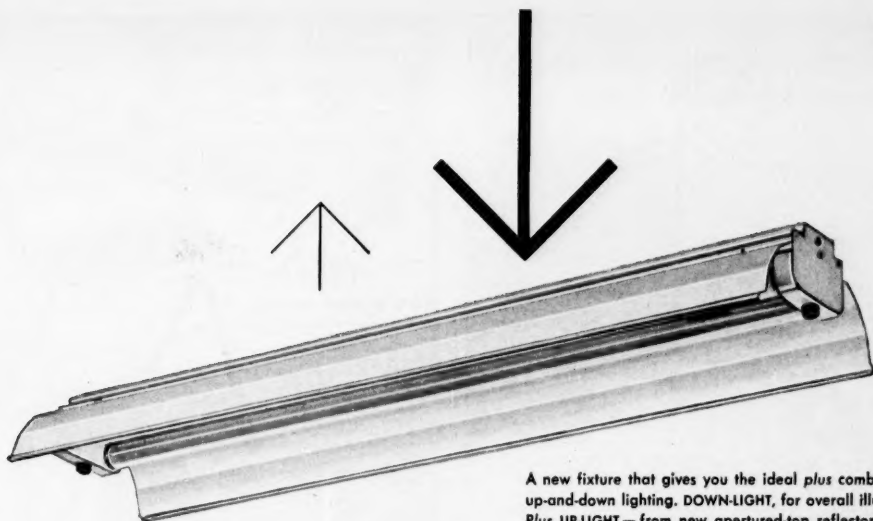
- DURABLE—strong steel frame, reinforced
- SAFE—no tipping, pinching, snagging hazards
- COMFORTABLE—extra-wide, extra-deep seats and backs
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- RUBBER SHOES—long-life, replaceable
- SEAT STYLES—formed plywood with durable lacquer finish; or vinyl-plastic upholstered

OVER EIGHT MILLION IN USE!

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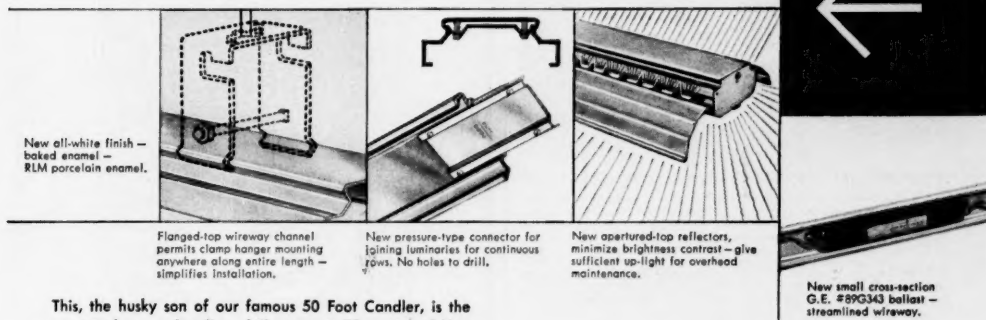


A new fixture that gives you the ideal *plus* combination of up-and-down lighting. DOWN-LIGHT, for overall illumination. Plus UP-LIGHT — from new apertured-top reflector, new all-white finish inside and out — to minimize brightness contrast (and give sufficient light for overhead maintenance). Result — a new high standard of illumination that enables workers to see easily and work better.

A more compact fixture, too, made possible by the use of the new G. E. small cross-section ballast. Long life assured by rigid adherence to the Miller 8-Point QUALITY standard. Engineered for easy installation and maintenance. Carries RLM label. Can be mounted individually or in continuous rows. Delivery — excellent.

a new plus in lighting

miller 50 FOOT CANDLER JR.



New all-white finish — baked enamel — RLM porcelain enamel.

Flanged-top wireway channel permits clamp hanger mounting anywhere along entire length — simplifies installation.

New pressure-type connector for joining luminaries for continuous rows. No holes to drill.

New apertured-top reflectors, minimize brightness contrast — give sufficient up-light for overhead maintenance.

New small cross-section G. E. #89C343 ballast — streamlined wireway.

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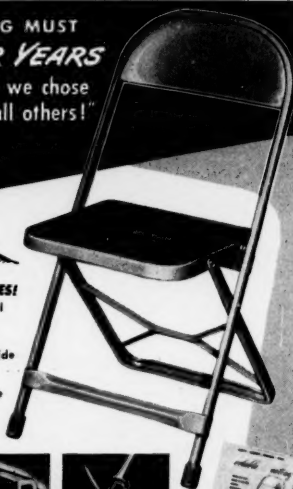
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- Double-beaded channel steel frame
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- Rigid leg stretchers,
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- Extra strong seat brace
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Exclusive Krueger features include: 1—Positive acting seat guide which insure against collapsing or frame spreading. 2—Superior, sturdy rigid heavy gauge channel frames. 3—Transverse V-brace folding pivot within channel for double support — prevents binding or sticking.

Write for descriptive catalog of complete line.

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POWERFUL
SOUND AT
LOW COST**

COMPLETE
READY-TO-USE

YOUR SCHOOL CAN AFFORD THIS QUALITY PORTABLE SYSTEM

Here's the versatile, sensibly-priced 30 Watt Sound System ideal for all school P.A. needs. Covers up to 4,000 persons indoors. Full 30 watts usable output; 3 inputs—two for high-impedance microphones, one for phonograph, each with separate volume control; with tone control; exceptional fidelity, ± 2 db from 40-20,000 cps on phono and mike. Complete System includes: 30 watt amplifier and tubes, Electro-Voice "Cardax" unidirectional microphone with adjustable stand and 20' cable; two General Electric 12" PM speakers, each with 30' cable; portable carrying case, 16 $\frac{1}{2}$ x 12 $\frac{1}{2}$ x 25". For 110-130 volts, 60 cycle AC. Shpg. wt., 75 lbs. Ready for immediate delivery.

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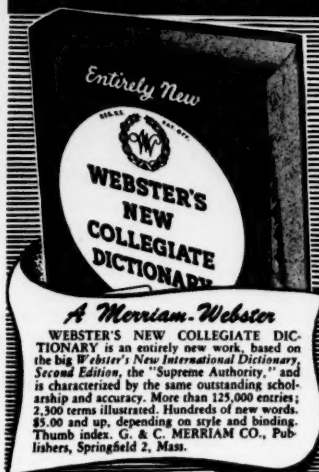


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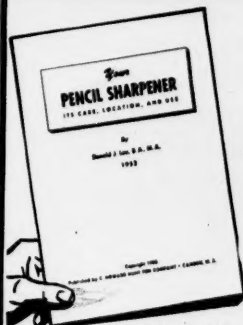
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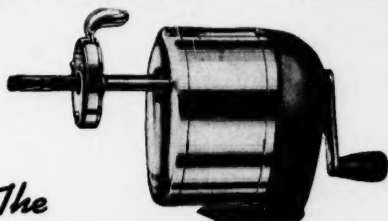
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Here is a worth while study free of advertising, that every user of pencil sharpeners should read. It is an unbiased report on the use of pencil sharpeners, regardless of the type and tells you how to use them to greater advantage in schools through proper selection, location, care and maintenance.



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**BOSTON
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Has pencil guide for sharpening 8 sizes of pencils with unvarying precision. All-metal receptacle. Stand has attractive silver gray finish. Mounts on desk top or wall. For durability, speed, precision and economy, you can't buy better than a Boston! Specify Boston 15 Cutting Edge Speed Cutters.



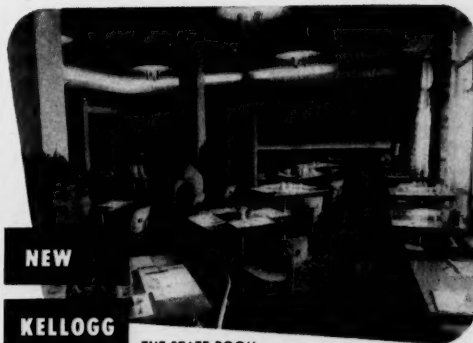
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Just insert the pencil in the famous self-feeder and turn the handle. Adjustable to different size pencils. They cost your school no more, yet produce up to 25% better all around service. Patented features, imitated but never equaled.

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BOSTON
PENCIL SHARPENERS



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KELLOGG

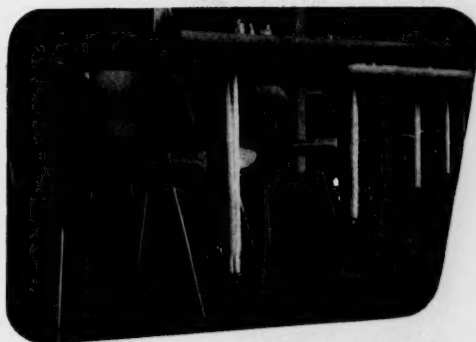
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Kellogg Center, Michigan State College

CENTER

**EQUIPPED WITH
"CHF" TABLE BASES**

Designed as a world-wide model for Adult Education, the new Kellogg Center for Continuing Education places Michigan State in the foremost ranks as a training center. This modern, new \$2,000,000.00 building provides restaurant and hotel management students with one of the best working laboratories in the country.

The fact that Chicago Hardware Foundry table bases were specified for this new building attests to the serviceability of cast construction and the beauty of "CHF" design and finishes.



Lifetime porcelain enamel gives a colorful finish to the cast iron bases. Columns are chrome plate. "CHF" Table Bases are also installed in the Michigan State Student Union Building.



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Illustrations show interiors and design of many of the country's finest food and drink establishments . . . six of which won awards in the 1951 Annual Food Service Contest. **WRITE TODAY FOR YOUR COPY.**

Manufacturers of "CHF" Stools and Tables for the Food and Drink Industry • Sani-Dri Electric Hand Dryers for Washrooms

DISTRIBUTORS IN PRINCIPAL CITIES
THE CHICAGO HARDWARE FOUNDRY CO.
"Dependable Since 1897"
3322 COMMONWEALTH AVE., NORTH CHICAGO, ILL.

What's New ...

Floor Level Cleanout

The new Supremo "Perfect Seal" Floor Level Cleanout has been designed to permit quick and easy access to drainage lines located in heavy traffic areas. A plug which forms a gas and water tight seal in the Cleanout is so constructed as to assure access to drainage lines with ease, even after many years. The threads of the plug cannot "freeze" to the body, thereby eliminating the possibility of damage to the plug or to the cleanout body as the plug is being removed. Known as model Z-1325-10, the unit is so constructed that the housing is separate from the body, thus making it possible for the pipe to contract or expand, or the surfacing material encasing the housing to settle, without causing damage to the cleanout or pipe. J. A. Zurn Mfg. Co., Dept. NS, Erie, Pa. (Key No. 308)

suction action. Floors dry quickly and stay clean longer. The unit is also adaptable for cleaning overhead areas such as pipes, beams and other spots hard to reach. It can be used in the shop for picking up dirt, chips, waste and other debris quickly and cleaning the floor thoroughly. It can be used for cleaning



Pressurized Roach Spray

A new type roach killing formula is being presented in the Holcomb Pressurized Roach Spray. It is effective in eliminating roaches by two methods: direct contact, which brings immediate death to the roach, and a colorless, odorless deposit which is effective in killing roaches for a period up to eight weeks.

The new product is pleasantly scented and will not stain or discolor fabrics or surfaces. The active ingredients are finely dispersed in the carrier and forced into cracks and crevices. By pressing the release valve on the Aerosol Container, the surface is sprayed with the material until wet. The residue remains effective for weeks, thus making the product economical in use. J. I. Holcomb Mfg. Co., Dept. NS, 1601 Barth Ave., Indianapolis 7, Ind. (Key No. 310)

Wet-Dry Vac

A new Wet-Dry Vac is being introduced by S. C. Johnson & Son. It is a high-powered vacuum with the electric motor and collection chamber enclosed in a sturdy shell of heavy gauge steel. The new all-purpose vacuum removes water quickly from any type floor, taking up all dirt and grime with a strong

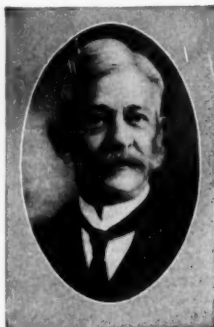
carpeting and other fabrics and for removing upholstery shampoo after cleaning. Special extensions are available for furnace cleaning.

The machine is compact and attractive in design, finished in rust-resistant metallic baked enamel, and has four hard rubber swivels for easy mobility. S. C. Johnson & Son, Inc., Dept. NS, Racine, Wis. (Key No. 309)

Index Changer and Adapter

The GoldE Index Automatic Slide Changer can now be adapted to virtually all types of 2 by 2 slide projectors with the line of adapters recently introduced. The new adapters can be applied in less than one minute for automatic slide showings. GoldE Mfg. Co., Dept. NS, 1220 W. Madison St., Chicago 7. (Key No. 311)

(Continued on page 156)



**The Importance of making "what you have"
Last Longer
singularly applies to textbooks in these days of**

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They put the "NEW" in nutrition training



A before-and-after "sociodrama" showed that Miss Patricia Skogness, Second Grade Teacher at Roosevelt School, Fargo, North Dakota, had successfully improved her group's diet. Her idea: utilizing a Red Cross Gift Box activity to spark pupils' interest in eating habits of children around the world.



To encourage better eating habits at Willow Glen Elementary School, San Jose, California, Primary Supervisor Miss Mary Moss designed a novel portable kitchen for classroom participation in the preparation of balanced lunches.



By enlisting the cooperation of parent groups in her nutrition program, Fifth Grade Teacher, Mrs. Effie W. Underwood, was able to form a School Lunch Committee, which substantially improved lunches at Madison Elementary School, Madison, Georgia.



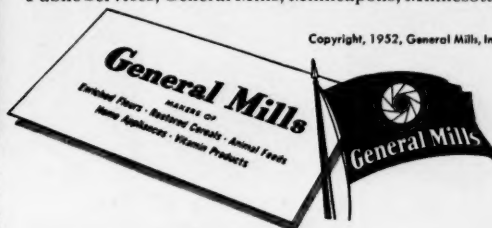
A rat-feeding project, involving all grades of the Laconia School, Laconia, Indiana, was introduced by Miss Pat Melton, Home Economics Teacher. Results were carefully documented in order to dramatize the difference between good and poor lunches.



A successful garden and canning project was developed by Mrs. Ruth M. Payne, Nutrition Instructor for Carver High School, Navasota, Texas. Participation among the children, parents and teachers of her school was practically one hundred percent!

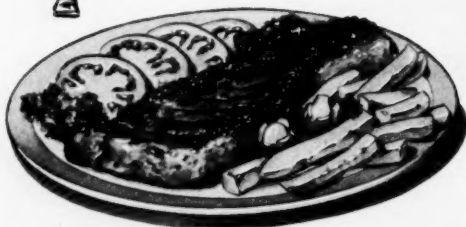
The five teachers you see here are representative of the many hundreds of educators throughout the country who have added "life" and ingenuity to the subject of nutrition. Why not tell us *your* nutrition-education experiences so they can be shared by your colleagues. We should be glad to send you the same teaching aids on community-school programs in foods education that these teachers have available in their classrooms. Address: Education Section, Department of Public Services, General Mills, Minneapolis, Minnesota.

Copyright, 1952, General Mills, Inc.





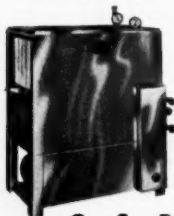
As costs of
Food and
Labor rise
Higher and
Higher...



BLAKESLEE

**SAVINGS BECOME MORE
AND MORE IMPORTANT!**

Feature after feature in Blakeslee kitchen machines have been engineered to give greater economy of operation. In the preparation of food, Blakeslee peelers and mixers not only save countless man hours but actually effect substantial savings on food by minimizing waste. Blakeslee dish-washing machines speed up service—eliminate kitchen bottlenecks and save labor costs. Write for detailed information on Blakeslee money saving equipment for your kitchen operation.



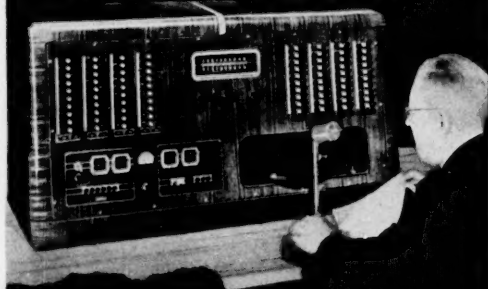
G. S. BLAKESLEE & CO.

New York

1844 SO. 52nd AVE., CHICAGO 50, ILL.

Toronto

Rauland CENTRALIZED S81 RADIO-SOUND SYSTEM



**SIMPLIFIES ADMINISTRATION
STIMULATES CLASSROOM LEARNING
PROVIDES COMPLETE PROGRAM FACILITIES**

The RAULAND S81 Centralized Sound System provides complete program facilities (Radio, Phonograph, Microphone and Intercommunication) to bring maximum benefits to your school. Here is the means for effective administrative control from a single, central point. Permits instant communication with any or all classrooms; provides emergency call (for fire drills, accidents, etc.). Unsurpassed as an educational aid, the S81 provides selected FM and AM radio broadcasts for instructive purposes; plays and distributes recordings and transcriptions; makes possible broadcasts of school dramatic programs and activities; serves effectively as an aid for specialized instruction in musical appreciation, languages, and dramatics. Versatile in performance, dependably proved in operation, the RAULAND S81 Centralized Sound System is priced within the budget of the average school.

The RAULAND S81 System has ALL these features:

- **Dual Channel Facilities:** One Channel permits distribution of radio, phonograph or microphone programs to any selected room or to all rooms, while second Channel permits simultaneous intercommunication with any room as desired. Also available with speech origination from classrooms, or as secret system with complete privacy, or with monitoring tone signal.
- **FM-AM Radio:** Covers AM (Standard Broadcast), and full FM band (including civic educational frequencies).
- **Three-Speed Phonograph:** Plays records of ALL speeds and sizes, including 16-inch educational transcriptions.
- **Microphone Facility:** Permits distribution of microphone program from any desired location, as well as from central control cabinet.
- **Serves Up to 80 Rooms:** for use also in auditorium and gymnasium.
- **Emergency Call Feature.**
- **Underwriters' Approved.**

The RAULAND S81 System is designed to remain modern for years. It offers unusual flexibility, superb tone quality and trouble-free dependability. Let us show you, without obligation, how RAULAND Centralized Sound can benefit your school and save you money. Write us today for complete details.

RAULAND-BORG CORPORATION
3523-N ADDISON ST., CHICAGO 18, ILLINOIS

OVER 1500 SCHOOLS ARE EQUIPPED WITH

Rauland

SOUND AND INTERCOMMUNICATION

**New-
all NEW**

two "Durapress" sherbets from LIBBEY GLASS

Smart **NEW** styling

Brand-**NEW** design

Appealing **NEW** contour



No. 5103
4-1/2 oz. sherbet

No. 5102
3-1/2 oz. sherbet

NEW heavy glass base

Modern **NEW** shape

YOU ASKED US FOR THEM and here they are—brand-new sherbets in the 3½-oz. and 4½-oz. sizes.

They're Libbey "Durapress" quality for strength and durability. They take high sterilization temperatures in stride. And the Libbey name means they're highest quality.

Desserts look more appetizing in sparkling

glass. Folks know desserts taste better, too, because glass gives absolute flavor protection—glass will never impart taste.

Make the desserts you serve more tempting—serve them in the new "Durapress" sherbet.

Get samples and prices of these brand-new sherbets from your near-by Libbey supplier or write direct to Libbey Glass, Toledo 1, Ohio.

LIBBEY GLASS "Durapress" Sherbets

ESTABLISHED 1818



LIBBEY GLASS, Division of Owens-Illinois Glass Company, Toledo 1, Ohio

What's New ...

Packaged Dimmers

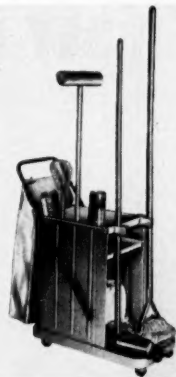
The line of Packaged Powerstat Dimmers has been redesigned to provide the utmost in flexibility and a variety of new models are offered in this modern equipment for the dimming, brightening and blending of light. Assemblies of the 2000 watt series are now available in packages of 3, 4, 5, and 6 unit dimmers. Each assembly is housed in an attractive gray finished cabinet. Individual dimmers are operated by vertical hand levers with graduated drums. These levers can be interlocked for master control from one lever if desired. When required, a separate master handle can be provided. For control of a large number of circuits, the packaged assemblies are readily adaptable to "crosspatch" panels. The Superior Electric Co., Dept. NS, Bristol, Conn. (Key No. 312)

Maid's Carryall

A convenient device has been developed as an aid to the housekeeping department. Known as the Maid's Carryall, it is a portable, quiet cart which rolls freely on two swivel and two solid double ball bearing wheels with rubber tires. It can be guided by a convenient handle and weighs only 28 pounds.

The Carryall is designed to carry all

of the cleaning supplies needed by a maid. She can take the compact Carryall from a closet, load it with the needed supplies and carry on her work without return trips for extra supplies. Four



holes in the top shelf and four at the bottom of the truck will support several long or short-handled instruments such as dust mops, brooms, wax spreaders and similar equipment. Or the same items may be fastened in the spring clips on the front of the truck. In addition, a water pail can be stored on the bottom of the truck with brushes and rags. The top shelf will accommodate clean rags,

cleaning powders and soaps or miscellaneous supplies. Two hooks on the handle provide a place for carrying small hand dusters, whisk brooms or toilet bowl brushes. By keeping all equipment and supplies in the Carryall, cleaning accessories are within easy reach and the hazard of falling brooms or carelessly strewn supplies is eliminated. Finnell System, Inc., Dept. NS, Elkhart, Ind. (Key No. 313)

Hand Dryer

A newly designed model of the National Hand Dryer is being introduced. In the new unit an automatic circuit breaker prevents the heating element from burning out. Concealed mounting bolts prevent removal of the dryer from the wall. The new model is attractive in appearance and has the approved mechanical features of the line of National Hand Dryers. The dryer heats instantly at the touch of a button and discharges a maximum of heat together with maximum air volume for faster drying. The nozzle can be rotated a full 360 degrees. The dryer is automatic, turning itself off after 30 seconds. The mechanism is sturdy and tamper-proof, minimizing maintenance. National Dryer Sales Corp., Dept. NS, 616 W. Adams St., Chicago 6. (Key No. 314)

(Continued on page 160)

THE MODERN BLACKBOARD

For
Teachers, Lecturers,
Demonstrators,
Training Instructors

THE SPEAKER always
FACES THE AUDIENCE



Screen Scribe!

A unique, self-operated projector that throws the projected images over the speaker's shoulder permitting him to face his audience at all times... uses 3 1/4 x 4 film slides or coated acetate for dramatic visual presentations.

For use in Schools, Churches, Offices, Clubs, Homes, Hospitals, Training Centers.



Portable
Lightweight
(only 7 lbs.)
Easy to use

The price of Screen Scribe is \$61.00. For more complete details, write our National Distributor, Burke & James, Inc. (Dept. 39), 521 S. Wabash Ave., Chicago 4, Illinois

BARDWELL & McALISTER, Inc.
BURBANK, CALIFORNIA



Wave goodbye to locker problems
... install **DUDLEY LOCKS**



Master-Keyed
P-570

The finest of Master Keyed padlocks, with the extra security of the Dudley Master Key that can't be duplicated on ordinary key cutting machines.



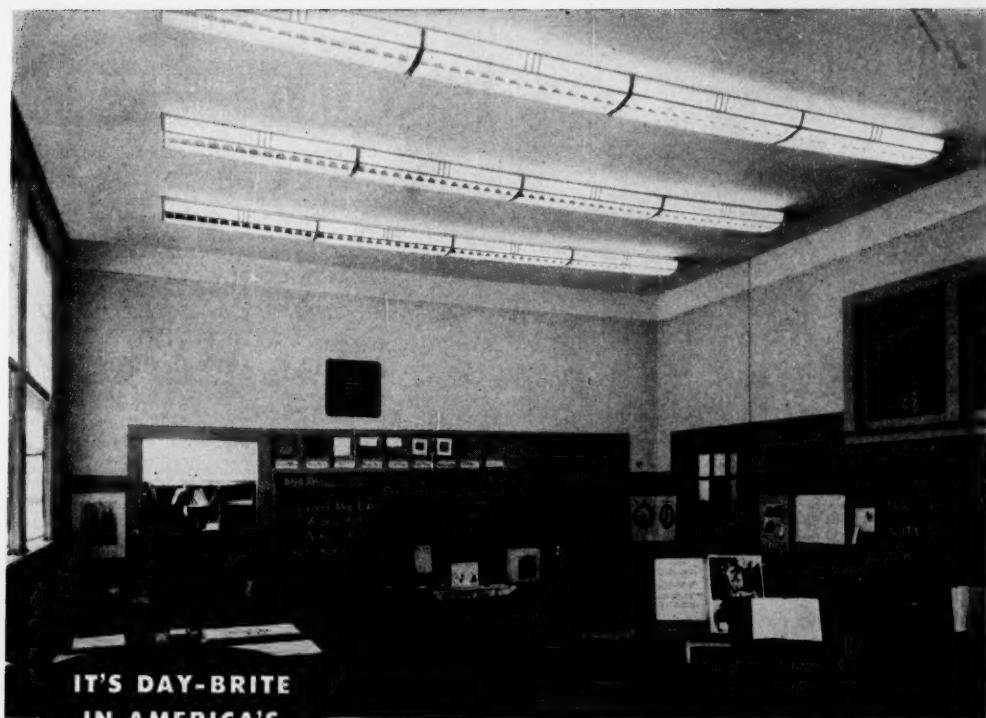
Master-Charted
RD-2

You're through with locker problems — delays, "cutoffs" — the day you equip your school lockers with dependable Dudley Locks. No budget problem, either, if you use the Dudley Self-Financing Plan. Write for details and free Catalog Folder.

DUDLEY LOCK CORPORATION

Dept. 210, Crystal Lake, Illinois

The NATION'S SCHOOLS



**IT'S DAY-BRITE
IN AMERICA'S
SCHOOLS**

This classroom in the Public School System of Winston-Salem, North Carolina, like hundreds of schools throughout America, is lighted by Day-Brite fixtures.

Here's a "Sight Protection Room" in a North Carolina School

Any teacher, school principal or Public School System which is interested in school lighting will be interested in this North Carolina "sight protection room." With soft, even light of adequate intensity, there is no glare, no shadows, no danger of eyestrain. Students like these well illuminated classrooms because they can see better, concentrate easier, fatigue less. And custodians like the rugged, simply designed Day-Brite fixtures that do the

job, because they require little maintenance and are easy to keep clean.

Day-Brite knowledge, gained through years of research on school lighting problems, planned the *modern* lighting for this school...as they have done for literally hundreds of schools all across America. Day-Brite's experience in the school lighting field can help you with your school lighting problems, too. Day-Brite Lighting, Inc., 5451 Bulwer Ave., St. Louis, Missouri.

NOW, MORE THAN EVER

AMERICA MUST SEE WHAT IT'S DOING

IT'S EASY TO SEE WHEN IT'S



**QUICKLY FOLDS
OR UNFOLDS**

**for changing
ROOM USES**



Mitchell
FOLD-O-LEG
tables

MORE seating capacity
MORE leg comfort
MORE exclusive features
MORE strength and rigidity
MORE for your money

Churches, schools,
hotels, institutions,
fraternal buildings.
Convert any room
into a banquet or
group activity room.
Clear it in minutes.

Send for folder with complete specifications.

MITCHELL MANUFACTURING COMPANY

2734 S. 34th St., Milwaukee 7, Wis.

THE STRONGEST, HANDIEST FOLDING TABLE MADE!

PAGE FENCE - Since 1883

• AMERICA'S FIRST WIRE FENCE •



Safe! When Page Chain Link Fence protects children on school playgrounds, parents and school officials experience peace of mind. Protection has been a major function of this sturdy, long-lasting fence for over 60 years. Consult the skilled Page Fence erecting firm near you. We will send name with fence data.

Write to **PAGE FENCE ASSOCIATION**
in Monessen, Pa., Atlanta, Bridgeport, Chicago, Denver,
Detroit, Los Angeles, Philadelphia, New York or San
Francisco.

PRODUCT OF PAGE STEEL & WIRE DIVISION OF AMERICAN CHAIN & CABLE COMPANY, INC.

**Don't Let ATHLETE'S FOOT
Bench YOUR Players!**

**ALTA-CO BUILDS MORE
EFFECTIVE TEAMS!**



In baseball, track, swimming and any sports competition, **HEALTHY** teams are **WINNING** teams. **ONE** member with painful, distracting Athlete's foot can impair the efficiency of your entire team.

Here's the Sound Tested Program
for **ATHLETE'S FOOT** Control:

1. ALTA-CO POWDER

... for the all-important foot tub in your shower rooms. One pound to a gallon of water kills common Athlete's Foot fungi in less than a minute! Non-irritating; harmless to towels. Easily tested for proper strength with Dolge Alta-Co Powder Tester.

2. ALTA-CO FOOT POWDER

... for dusting, gives additional protection against re-infection. Soothes while drying between toes in shoes and socks, this potent but gentle fungicide does its work where Athlete's Foot fungi flourish.

3. ALTA-CO 300 H.D. FUNGICIDE

... for your daily, systematic washing of shower room floors. In economical solution (1 to 300), its action is both fungicidal and bactericidal, giving your floors the same hygienic sanitation you demand be taken by each user of your facilities.

Write for 36-page illustrated booklet,
"Athlete's Foot—A Public Health Problem"

Dependable
DOLGE

WESTPORT, CONNECTICUT

BE SURE

with

The Finest

LOW COST

ATTRACTIVE

DURABLE



**No. 60 BAKELITE
BOSTON INKWELL**

SQUIRES INKWELL CO.

Pittsburgh 15, Penna.

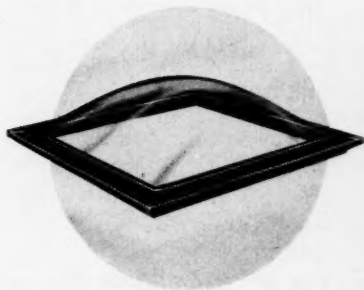
NO WINDOWS...

*but
plenty
of
daylight!*



A Wascolite Skydome daylighting system assures excellent natural illumination for the interior parts of *any* structure . . . regardless of the lack of windows or adjacency of windows. Skydomes are replacing clerestories and conventional skylights in bilateral daylighting schemes because of superior lighting efficiency and lower cost. Their use permits low ceilings and economical flat roofs, with consequent savings in steel and labor.

Maximum results with Skydomes are assured by Wasco Daylight Engineering Studies. A Study will show the best Skydome arrangement for your floor plan . . . the lighting level maintained, etc. No obligation, of course. For complete information, fill in and mail the coupon today.



Prefabricated Wascolite Skydomes are installed in minutes . . . are weather-proof, shatter-resistant and maintenance-free . . . come in three basic shapes and with clear colorless or white translucent acrylic domes.



DOUBLE-LOADED school corridors have undeniable advantages in saving heat and reducing travel between classes . . . but they usually give rise to daylighting problems. Architect James W. Verhies of Miami, Fla., overcame this deficiency in the North Miami High School with Wascolite Skydomes. Three long, double-loaded corridors are abundantly daylighted by Skydomes in this unusually compact school.

Wascolite Skydomes
PATENT PENDING

WASCO FLASHING COMPANY

85 FAWCETT ST., CAMBRIDGE 38, MASS.

☐ Please send folder on Skydomes.

☐ I am interested in a Daylight Engineering Study. I enclose a floor plan of our project and lighting requirements.

NAME

TITLE

ORGANIZATION

ADDRESS

CITY ZONE STATE

What's New ...

Air Conditioning Control

Independent control of air conditioning in separate areas of a building through a single unit is now possible with the new line of control system "zoning" Weathermakers recently introduced. The units are designed for use in multi-room buildings and other areas where cooling or heating loads vary in different rooms or areas due to the changing position of the sun. The new Weathermakers are of the horizontal blow-through type. Damper control for separate zones is provided through a double outlet arrangement, with one outlet supplying cooled and dehumidified air and the other supplying warm air. Five sizes are being produced with air conditioning capacities ranging from 12 to 58 tons. **Carrier Corp., Dept. NS, Syracuse 1, N. Y. (Key No. 315)**

Portable Record Player

Designed especially for school music appreciation needs, the new Newcomb Model RC-12 Deluxe Portable Record Player has a three speed Webster changer with featherweight pickup. It has a 5 watt, fully A.C. Newcomb amplifier and a 6 by 9 inch Alnico V PM dynamic speaker protected by a kickproof metal grille. The operating panel includes a

tone control, volume control and pilot light. The instrument is light weight and readily portable without sacrificing rich



tone quality. The sturdy carrying case of plywood is covered with durable fabricoid material. **Newcomb Audio Products Co., Dept. NS, 6824 Lexington Ave., Hollywood 38, Calif. (Key No. 316)**

Spectro-Heat Burners

Spectro-Heat is the name now being used to designate Garland front-fired all-hot top for all commercial ranges. The Spectro-Heat hot top has seven front-fired burners, each individually controlled, permitting 50 per cent gas consumption without restriction of the cooking area. Heating with graduated

intensities is made possible by the front-firing, adding an element of flexibility of heat over a great area. The chef can get high heats at the front with receding heats toward the rear, or any other heat intensities on the same top at the same time from the same burners. Since each burner has its own control, heat can also be varied from side to side. The new Spectro-Heat hot top facilitates cooking and simplifies work.

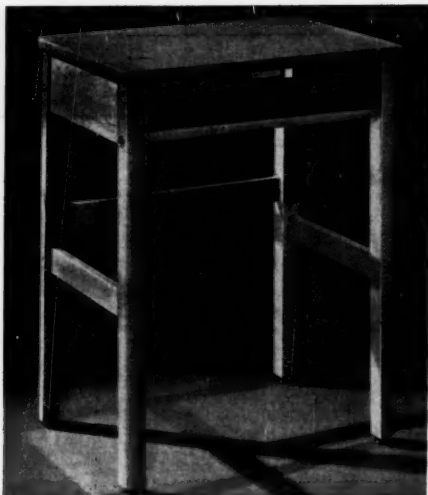
The Spectro-Heat top is also available in stainless steel ranges and can be used in ranges designed for manufactured, natural or Liquefied Petroleum gases. **Detroit-Michigan Stove Co., Dept. NS, 6950 E. Jefferson, Detroit 31, Mich. (Key No. 317)**

Flashholder and System

A new battery-condenser Flashholder and System for photoflash photography is being introduced. Known as the Kodak Ektalux Flashholder it provides an efficient means of taking pictures with flash lamps. Batteries used with the battery-condenser system usually last a year or more and the system provides positive synchronization, even when battery is low. Extension units permit a wide range of lighting effects with all the speed of flash. **Eastman Kodak Co., Dept. NS, Rochester 4, N. Y. (Key No. 318)**

(Continued on page 164)

What Do You Look For In A School Desk?



This desk has been designed with the needs of educators in mind. Every feature of the National desk has been incorporated in accordance with adaptability to changing classroom situations and to provide the greatest degree of flexibility. Here is a desk of exceptionally high quality . . . priced within the reach of the average school budget.

- Easily movable for all classroom activities, it allows for a variety of different arrangements and uses.
- The Natcolite top, surfaced with Nevamar laminates in approved wood grain pattern designed for uniform low light reflectivity. It never needs resurfacing, is not easily marred and resists destructive impulses of school children. Maintenance problems are practically eliminated . . . just wipe it clean.
- Rugged construction assures long life and continued satisfactory service. Built of finest quality Northern maple, with slanting book shelf that prevents spilling of books.

See The Complete Line of National Modular School Furniture. Write For Our Catalog.

NATIONAL SCHOOL FURNITURE COMPANY

• DIVISION OF NATIONAL STORE FIXTURE CO., INC.

BALTIMORE 23, MARYLAND

*This distracting noise
is getting me down!*



*Then put up a
FIBRETONE*
Acoustical Ceiling!*



**Make your school a more quiet and pleasant place
in which to work . . . cut down distracting noise . . .
with Johns-Manville Fibretone Acoustical Ceilings.**

• Because distracting noise can lead to confusion and careless mistakes in schoolwork, practically all new schools include acoustical ceilings for noise absorption. However, even if your school was constructed before sound control became an established science, you can have Johns-Manville Fibretone Acoustical Panels easily and quickly installed over your present ceilings with little interruption to regular routine.

J-M Fibretone offers an acoustical ceiling which is highly efficient, yet low in cost. Each 12" square panel of sound-absorbing material has hundreds of small holes that act as "noise traps" where sound energy is dissipated.

Fibretone Panels are predecorated, can be painted and repainted without loss of efficiency. And now, you can get Fibretone with a flame-resistant finish to meet the requirements of Federal Specification 55A-118a.

Other Johns-Manville Acoustical Ceilings include Permacoustic*, a textured, noncombustible tile with great architectural appeal; Transite*, panels made of fireproof asbestos; and Sanacoustic*, perforated metal panels backed with a noncombustible, sound-absorbing element.

For a free book entitled "Sound Control," write Johns-Manville, Box 158, Dept. BW, New York 16, N.Y. In Canada, write 199 Bay Street, Toronto 1, Ontario.

*Reg. U. S. Pat. Off.



Johns-Manville

Movable Walls—Terreflex and Asphalt Tile Floors—Corrugated Transite*—Flexstone* Built-Up Roofs—Etc.

THE FIRST REALLY COMPLETE

Musical Instrument Line

Everything possible in educational aids, exclusive teaching helps and instruments—to develop the school instrumental music program from Kindergarten to College! Here's the one *really complete* line of band and orchestra instruments—wind, string and percussion—all of *guaranteed quality* under one name. A Pan-American representative can help you with your band and orchestra organizing problems, too! Write us today for complete information... mail coupon for *free* literature.



from KINDERGARTEN to COLLEGE

MAIL COUPON
FOR THIS BOOKLET
AND OTHER FREE LITERATURE



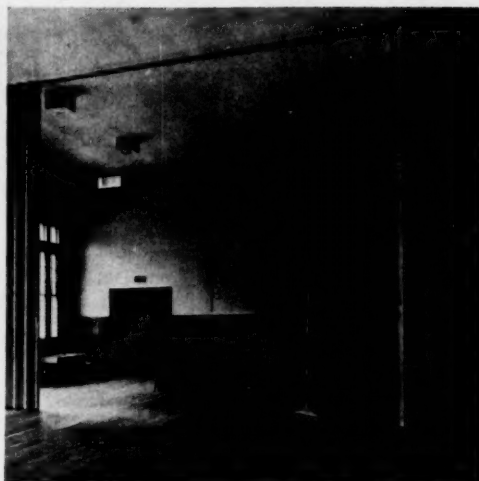
PAN-AMERICAN
BAND INSTRUMENTS
Division of C. G. CONN LTD.
ELKHART, INDIANA

Especially important to School Administrators is this free 12-page booklet, "Music, and the Basic Objectives of Education." Send for it without obligation.

PAN-AMERICAN BAND INSTRUMENTS, ELKHART, INDIANA, DEPT. 253

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|---|--|--|
| <input type="checkbox"/> Music, and Basic Objectives | <input type="checkbox"/> String Instrument Catalog | <input type="checkbox"/> Wind Instrument Catalog |
| <input type="checkbox"/> Rhythm Band Instrument Catalog | Name _____ Title _____ | |
| <input type="checkbox"/> Percussion Instrument Catalog | Address _____ | |
| <input type="checkbox"/> New Educational Aids Catalog | City _____ Co. _____ State _____ | |
| | School _____ | |

Why use Your Gym Just for Games?



"MODERNFOLD" Doors Give You More Classrooms



Here's one way — and a good one — to solve today's problem of too many students... too little space. Put in "Modernfold" doors and make large, irregularly used rooms do double duty. You can quickly convert a gym, for example, into classrooms simply by sliding these folding doors together.

Save Space... Everywhere. "Modernfold" doors *fold*. Conventional doors *swing*—and waste almost eight square feet of floor area in doing it. Why not let "Modernfold" doors use this premium space for additional desks, chairs, etc.?

How About Cost? You be the judge. "Modernfold" doors cost little more than swinging doors, far less than permanent partitions, nothing to maintain. Soap and water keep them clean. And their fire-resistant, tougher-than-leather vinyl covering conceals a sturdy steel framework that lasts... and lasts. Mail coupon for full details.

Sold and Serviced Nationally
NEW CASTLE PRODUCTS
NEW CASTLE, INDIANA

In Canada: Modernfold Doors,
1315 Greene Avenue, Montreal



NEW CASTLE PRODUCTS

P.O. Box 942
New Castle, Indiana

Gentlemen: Please send me full details on "Modernfold" doors.

Name _____
Address _____
City _____ County _____ State _____

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The NATION'S SCHOOLS



CHEVROLET

School Bus Chassis

For day-in, day-out safety and sturdy dependability, a Chevrolet school bus chassis is a sound investment. Here is deep, proved quality to assure added protection for youthful passengers. Here is rock-ribbed construction to withstand wear and tear. Here is stand-out economy . . . low-cost maintenance and operation provided by Chevrolet's valve-in-head engine, four-speed transmission, heavy-duty rear axle, and rugged clutch. Your Chevrolet dealer will gladly tell you the full story about Chevrolet School Bus Chassis. . . Chevrolet Division of General Motors, Detroit 2, Michigan.



SCHOOL BUS CHASSIS

199-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 13,500 or 16,000 pounds, depending on tire equipment. Capacities, 42 to 54 pupils. Chevrolet Loadmaster valve-in-head engine, 105-h.p., 193 foot-pounds torque (pulling power) at speeds governed under 35 m.p.h. Twin-Action heavy-duty rear brakes. Dual-Shoe parking brake.

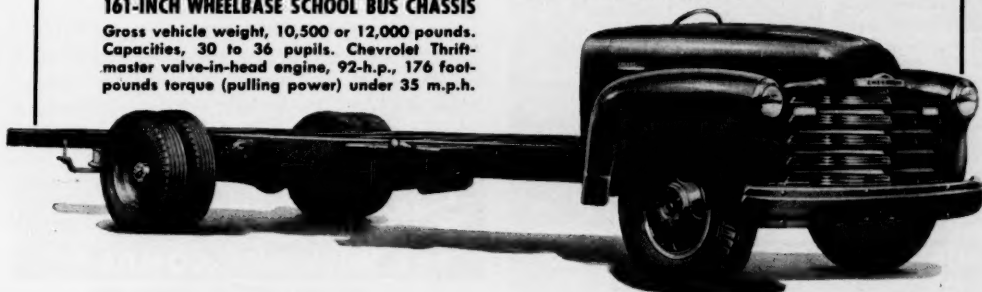
161-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 10,500 or 12,000 pounds. Capacities, 30 to 36 pupils. Chevrolet Thriftmaster valve-in-head engine, 92-h.p., 176 foot-pounds torque (pulling power) under 35 m.p.h.

governed speed. Twin-Action rear brakes. Dual-Shoe parking brake.

137-INCH JUNIOR SCHOOL BUS CHASSIS

Gross vehicle weight, 7600 pounds. Chevrolet Thriftmaster valve-in-head engine, 92-h.p., 176 foot-pounds torque (pulling power) under 35 m.p.h. Proved dependable Double-Articulated brakes. Capacity, 16 pupils.



What's New ...

Tape Player

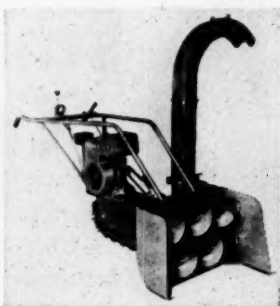
A new low cost magnetic tape player providing high fidelity playback is being offered for use where prepared tape material is used for teaching or entertainment. The Pentron Tape Player is portable and plays back tape recorded on any standard recorder without possibility of erasure. The player is available with self-contained amplifier when it is to be used as a complete unit, and without amplifier at a lower price when plugged into the public address system. It plays at either $7\frac{1}{2}$ or $3\frac{3}{4}$ inch per second speeds and all models have double track operation.

Model PB-1 with pre-amplifier plugs into any existing amplifier, radio or television set. Model PB-A1 comes complete with self-contained 5 watt amplifier and $5\frac{1}{4}$ inch Alnico V speaker. The Pentron Corp., Dept. NS, 221 E. Cullerton St., Chicago 16. (Key No. 319)

Power Snow Removers

Two new Trio snow plows have been introduced this winter. The Trio Snow Jet has a 7.7 h.p. engine and is designed to move forward at the desired throttle speed through any depth of snow. It has a 37 inch track and is a rugged, powerful rotary snow plow designed for easy

maneuverability. It picks up the snow in a 30 inch swath. Specially designed augers bite into the drifts, scoop up the snow and direct it into the six foot blower spout which is easily swiveled to



blow the snow in any desired direction. The mower needs only to be directed by the operator and the hand clutch and throttle are conveniently placed for fast, smooth operation.

The Trio Rotary Snow Plow is a larger unit designed to fit any tractor or truck. It has a six foot working span, universal blower spout which blows the snow off in any desired direction, the blower baffle being controlled from the cab or tractor seat, and is designed to move large quantities of snow quickly.

(Continued on page 168)

The snow plows are manufactured by Trio Manufacturing Co., Minneapolis, for distribution by Dahlman Equipment Sales Co., Dept. NS, 500 N. Prior Ave., St. Paul 4, Minn. (Key No. 320)

Office Supply Items

Four new office supply products have recently been introduced by IBM. An acetate carbon ribbon has been developed especially for the preparation of masters for photographic and paper plate reproduction. This all plastic ribbon permits maximum carbon deposit to produce ideal type impressions for clear reproduction. It is available with two weights of carbon coating.

The other new products include two nylon ribbons and a new non-curl, non-mudge carbon paper with the back treated to prevent slippage. The new nylon ribbons offer the advantage of uniformity of thread diameter and minimum flaws in weaving since nylon can be quality controlled more readily than natural fibers. Two types of nylon ribbons introduced are Superior Write and Superior Life. The edges of both are heat-sealed to prevent raveling or fraying. The ribbons are available with three inkings. International Business Machines Corp., Dept. NS, 590 Madison Ave., New York 22. (Key No. 321)

2
ROOMS
FOR
1
with ...

Erickson
FOLD-A-WAY TABLE
WITH BENCHES

Strong, Practical, Beautiful!

Chassis construction of $1\frac{1}{4}$ " square steel tubing gives maximum strength. Table top faced with beautiful tan linen plastic bonded to heavy plywood ... aluminum trim.

Greater capacity, perfect light reflection, less noise and confusion. Portables in 12-ft. and 14-ft. lengths. Wall attached model in 8-ft. lengths.



Folded for Storage
Easily opened or closed by one man. Chassis equipped with rubber-tired, ball-bearing casters for easy handling. Tables nest readily in the minimum space. Write today for complete information.



HALDEMAN-LANGFORD MFG. CO.
2580 University Ave. St. Paul 4, Minn.

FLOOR MACHINE

SunRay WOOLERS*

beautify and protect all floors!

*Trademark

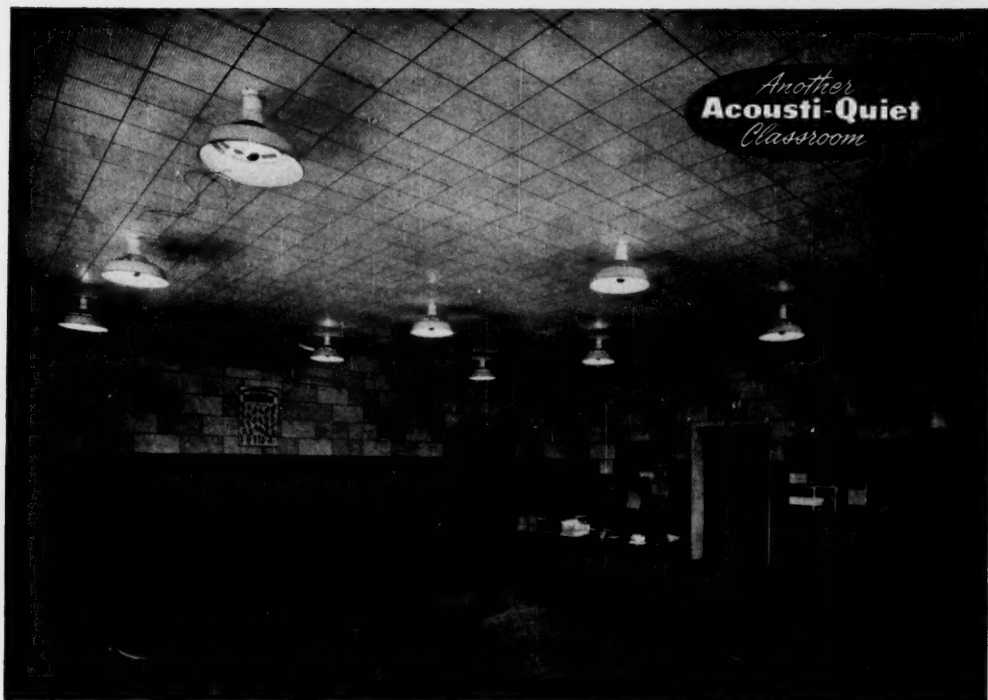
All types of floors ... wood, terrazzo, marble, linoleum, and rubber, asphalt or ceramic tile ... are made more beautiful with Sun Ray Woolers! Used with any single disc-type floor machine, Sun Ray Woolers provide an efficient, effortless way of cleaning, dry scrubbing, polishing, and wax-finishing any floor surface!

Write today for free descriptive literature!

SunRay Another Steel Wool Product Manufactured By

THE WILLIAMS COMPANY

245 WEST FIRST STREET • LONDON, OHIO



"Half-heard" words often mean "half-hearted" effort



Effective application to study is next to impossible in rooms where poor acoustics and distracting noise interfere with distinct hearing . . . compel students to strain for every word . . . make attention and concentration difficult. Teaching, too, is seriously handicapped by bad acoustical environment.

That's why scores of schools in every part of the country have installed modern Acousti-Celotex Sound Conditioning! In classrooms and auditoriums, a sound-absorbing ceiling of Acousti-Celotex Tile improves acoustics . . . makes "front row" hearing possible for every student, no matter where he sits. It instantly checks unwanted noise in libraries, cafeterias, corridors, gyms. Brings quiet comfort that helps students and teachers alike to work better!

Acousti-Celotex Tile is quickly installed at moderate cost in existing buildings, with no interruption of school routine. Standard perforated tile requires no

special maintenance, can be painted repeatedly and washed without impairing sound absorbing capacity.

You can put full confidence in your local distributor of Acousti-Celotex products. He is a member of the world's most experienced Sound Conditioning organization. He has the broad training and "know-how"—the job-proved methods—the complete line of top quality acoustical products necessary to meet every specification, every requirement, every building code!

FOR A FREE ANALYSIS of your particular noise problems in new or old buildings, write now for the name of your local distributor of Acousti-Celotex products. On request, we will also send you a free copy of the informative booklet, "Sound Conditioning for Schools and Colleges." Address: The Celotex Corporation, Dept. M-22, 120 S. LaSalle St., Chicago 3, Illinois. In Canada: Dominion Sound Equipments, Ltd., Montreal, Quebec.

TOPS IN WASHABILITY—Two coats of tough finish bonded under pressure of a hot knurling iron builds a surface of superior washability right into Celotex Cane Fibre Tile.



ACOUSTI-CELOTEX

TRADE MARK REGISTERED U. S. PAT. OFF.

Sound Conditioning Products

PRODUCTS FOR EVERY SOUND CONDITIONING PROBLEM

THE CELOTEX CORPORATION, 120 S. LA SALLE ST., CHICAGO 3, ILLINOIS

THE LONG AUGUST NIGHT WAS HOT—but not as hot as the bitter fighting that raged about Agok, Korea, in the Naktong River area. Sergeant Kouma, serving as tank commander, was covering the withdrawal of infantry units from the front. Discovering that his tank was the only obstacle in the path of an enemy breakthrough, Sergeant Kouma waged a furious



nine-hour battle, running an eight-mile gantlet through enemy lines. He finally withdrew to friendly lines, but not until after his ammunition was exhausted and he had left 250 enemy dead behind him. Even then, although wounded twice, he attempted to resupply his tank and return to the fighting.

"A withdrawing action is not my idea of how Americans should fight," says Ernest Kouma. "If we must fight, let's be strong enough to take the offensive. In fact, if we're strong enough, we may not have to fight at all. Because, nowadays, *peace is for the strong.*"

"So let's build our strength—to keep a strong America at peace. You can help by buying Defense Bonds—as many as you can afford. It's far less painful to build for peace than to destroy in war. And *peace is what you're building when you buy Bonds.*"

M/Sgt. Ernest R. Kouma



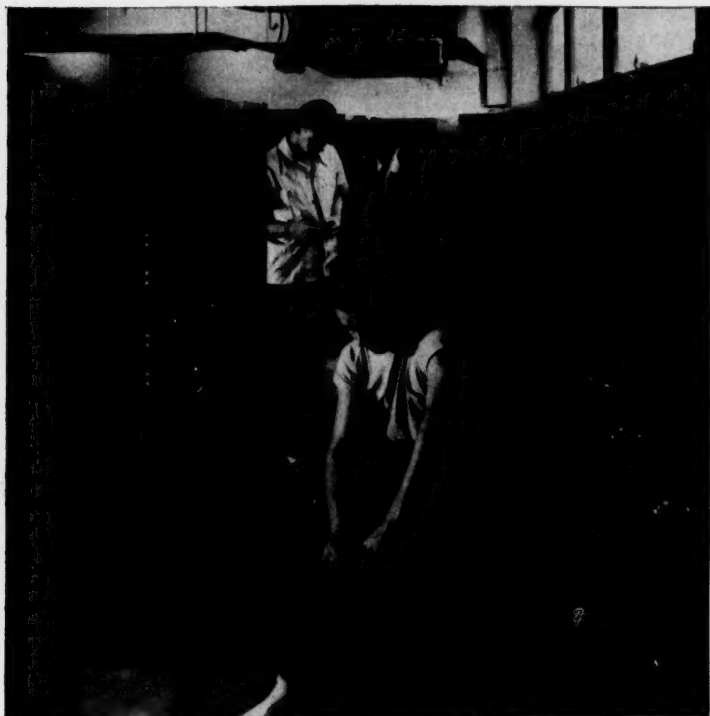
Medal of Honor

Remember that when you're buying bonds for national defense, you're also building a personal reserve of cash savings. Remember, too, that if you don't save regularly, you generally don't save at all. So sign up today in the Payroll Savings Plan where you work, or the Bond-A-Month Plan where you bank. For your country's security, and your own, buy United States Defense Bonds now!

**Peace is for the strong...
Buy U.S. Defense Bonds now!**

The U. S. Government does not pay for this advertisement. It is donated by this publication in cooperation with the Advertising Council and the Magazine Publishers of America.





Berger STEEL LOCKERS are Basic to Every School Athletic Program

● Your physical education programs, intramural and varsity athletics are dedicated to the ideal of "sound minds in strong bodies." Helping you provide the efficient athletic facilities to carry out that ideal is a big part of Berger's job, too.

Berger helps by furnishing the finest in steel locker and storage equipment—plus ideas and suggestions for its most efficient and convenient use . . . a factory engineering service . . . and nation-wide installation by skilled technicians.

In this way, Berger contributes toward the rounded

education your students receive to prepare them for future responsibilities. And, the use of Berger Steel Lockers helps cultivate habits of neatness, orderliness, care of equipment and respect for the rights of others.

Berger service includes all types of fire-resistive, ventilated steel lockers and storage equipment—for corridor use, classrooms, laboratories, libraries, auditoriums, gymnasiums and team rooms.

In your plans for new construction, and for additions to existing school buildings, turn your locker problems over to Berger—"most everyone does."

Berger Manufacturing Division
REPUBLIC STEEL CORPORATION • 1038 BELDEN AVE., CANTON 5, OHIO

A COMPLETE STEEL EQUIPMENT
SERVICE FOR THE SCHOOLS OF AMERICA

steel

Lockers • Wardrobes • Storage Cabinets
Office Equipment and Furniture
Cabinets for Kitchens • Laboratories • Dispensaries
Shop Equipment • Shelving • Book Shelf Units



What's New ...

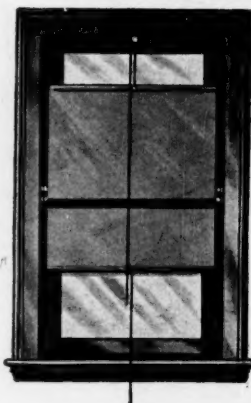
Acoustical Tile

A new Travertone acoustical tile is being introduced for interiors demanding a quiet, dignified air. Called Embossed Travertone, the new tile contains two finely scored parallel bands of different widths across the surface of the tile. It may be used to form interesting patterns in ceiling designs, either by itself or combined with Standard Travertone, and it is easily adaptable for border treatments. Embossed Travertone is made from mineral wool fibers and is rated as an incombustible material by the U. S. Bureau of Standards. Armstrong Cork Co., Dept. NS, Lancaster, Pa. (Key No. 322)

"Silva-Chips"

Bright aluminum foil is used to form small, attractive round dishes which can serve as butter chips or for serving jam, jelly, marmalades and sauces in individual servings. Known as "Silva-Chips," the little servers are grease resistant, leak-proof, sanitary and low in cost. They are bright in finish and add a cheerful note to the table or tray. As "Silva-Chips" are stamped from heavy aluminum foil, name or insignia can be readily stamped on the bottom. Woodlets Incorporated, Dept. NS, Portland, Pa. (Key No. 323)

Steeleco Shadescope



The Steeleco Shadescope is a new style window shade providing a double shade with only one roller. It telescopes toward the center of the window, permitting light and ventilation at both top and bottom with one pull of the shade cord. The new shade also eliminates the necessity for a light screen between rollers when darkening the room. Costing only a little more than a top-of-window single roller shade, the new Shadescope has all of the advan-

(Continued on page 172)

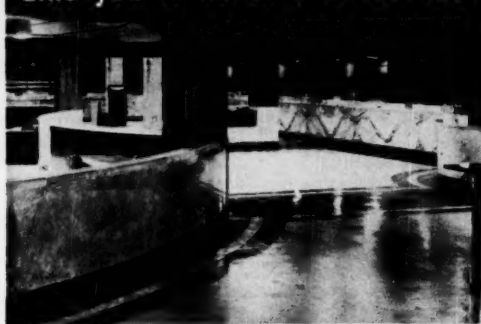
tages of a double roller center shade.

The Shadescope is easy to install and can be demounted without the use of tools. It is a patented Steeleco product and is economical in first cost, in installation and in maintenance. The Oliver C. Steele Mfg. Co., Dept. NS, Spiceland, Ind. (Key No. 324)

Jointer Safety Device

A new practical and safe jointer attachment is being introduced which is designed to give complete operator safety, improve the accuracy and quality of the work and speed up production. Consisting of a system of rollers that hold the stock securely against the jointer table and fence without the use of the operator's hands, the device works on all sizes of stock from small moldings to heavy timber and will also handle wedge-shaped pieces. The operator merely starts the stock under the first roller, then pushes it through with a push stick. The stock is tracked over to the fence continuously and is held with moderate pressure. Only two operating adjustments are necessary, the vertical for the thickness of the stock and the horizontal. Both adjustments have a wide range. Duro Metal Products Co., Dept. NS, 2654 N. Kildare Ave., Chicago 39. (Key No. 325)

Put a shine* on your floor
Like you've never had before!



WITH

***NATIONAL'S Nu-Gloss Wax**

Nu-Gloss water emulsion can-
auba base wax is anti-skid...
withstands heaviest traffic and
all-year weather conditions.

Write for free sample

NATIONAL

SINCE 1918

Disinfectant COMPANY
DALLAS 1, TEXAS

for **BAND
ORCHESTRA
CHORAL &
DRAMATIC
GROUPS**

**Mitchell FOLDING
• PORTABLE • STANDS**

IMPROVE APPEARANCE AND PERFORMANCE

Add "Audience Appeal", assure better acoustics; better discipline; better direction. 3 or 4 elevations available. Sturdy, safe, easy to handle units with tubular steel folding legs... rigid when set up. Complete stand as shown in above pictures stores in a space 4' wide, 8' long and 6' high. You buy only as many units as you need to fit your requirements.

WRITE FOR COMPLETE INFORMATION

MITCHELL MFG. COMPANY

2734 S. 34TH STREET • MILWAUKEE, WIS.



Deerfield (Illinois) School. Architects, Perkins & Will, Chicago.

Why these wide open schools?

Because architects are designing them for two kinds of space: the kind that's built, measured with a ruler, and the kind that's felt, sensed with your eye.

To make classrooms *seem* more spacious, they are being built today with clear glass from wall to wall and sill to ceiling. Some rooms have glass from *floor* to ceiling. Clear glass does *not obscure* vision. The eye slips past the ceiling to the sky and the surrounding greenery. This creates unity between the inside and the out-of-doors. It makes any room seem larger.

Clear glass also admits the maximum amount of daylight, so that daylight-engineered schools are flooded with natural light. Such design solves the problem of glare because it reduces contrasts in light, the too sharp contrasts that *produce* glare.

Another advantage of using clear, flat glass for entire walls is its low cost. Clear, flat glass is the lowest cost glazing material you can buy and the cheapest to install.

But low cost is not the big reason for building-in sunshine and view. It's because children and teachers—in fact, office and factory people, nurses and patients, homeowners and apartment dwellers—just naturally love walls of daylight!

Whenever you're going to build, please write for our literature on Daylight Engineering and *Thermopane*. Libbey-Owens-Ford, 4322 Nicholas Building, Toledo 3, Ohio.



DAYLIGHT WALLS

THAT DON'T OBSCURE VISION

THERMOPANE • PLATE GLASS • WINDOW GLASS

Other L-O-F Glass Products: Vitrolite Safety Glass E-Z-Eye Safety Plate Tef-Flax Plate & Doors Fiber-Glass

WHERE WINTERS ARE COLD, Thermopane® insulating glass is widely and successfully used. Thermopane with 1/2" of dry air hermetically sealed between two panes has twice the insulating value of single glass. This minimizes chilliness, drafts and heat loss at windows. Write for Thermopane literature.

Two Panes of Glass

Blanket of Dry Air

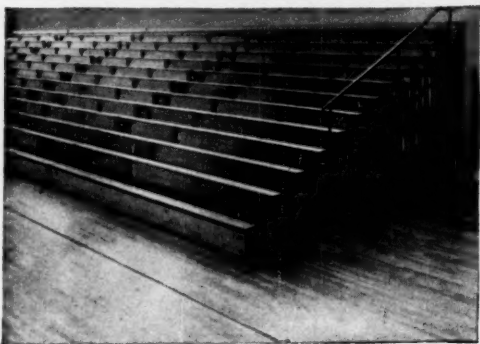
Barometric Seal*
(Metal-to-Glass)



Another NEW SCHOOL WITH *Universal* ROLL-A-WAY GYMNASIUM STANDS



East High School, Knoxville, Tenn., Architects, Rentenbach Engineering Co.



CUSTOM BUILT FOR EXTRA SAFETY, STRENGTH, AND SPACE SAVING

The rapidly increasing preference for *Universal* Roll-A-Way Gymnasium Stands is evidenced by more and more installations in new schools such as this beautiful East High, Knoxville, Tennessee; also West High in the same city. Tested under varying conditions in hundreds of gymnasiums, *Universal* Roll-A-Ways meet the most rigid specifications. They are compact, yet roomy and comfortable . . . neat and attractive . . . afford perfect visibility . . . assure easy operation. Improved vertical filler boards under seats enclose the entire understructure from front view, add more rigidity to seat boards, and make the complete stands even stronger and more substantial. Engineered to fit individual specifications, *Universal* Roll-A-Way Stands provide the advantages of permanent installation plus the space-saving features of removable stands. Write today for catalog, prices and complete list of *Universal* installations. No obligation.

Universal

BLEACHER COMPANY

606 SOUTH NEIL STREET • CHAMPAIGN, ILLINOIS

Bleacher Experts for Over 30 Years

Griggs *Skyliner* Seating



Griggs' sturdy SKY-LINER seating is popular with schools everywhere. The Chair Desk and the Tablet Arm Chair are pictured above. Be sure to see the Griggs line of fine school seating.



GRIGGS
EQUIPMENT
COMPANY

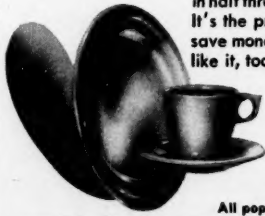
*Manufacturers of School,
Church and Theatre Seating*

BELTON, TEXAS

There is a Dealer near you. Write us requesting his name.



Save with *Restraware* HEAVY DUTY MELMAC



Thousands of commercial or institutional restaurants, fountains and cafeterias have cut dinnerware costs in half through *Restraware's* long life. It's the proved and modern way to save money. Patrons and employees like it, too.

- Light
- Quiet
- Strong
- Attractive

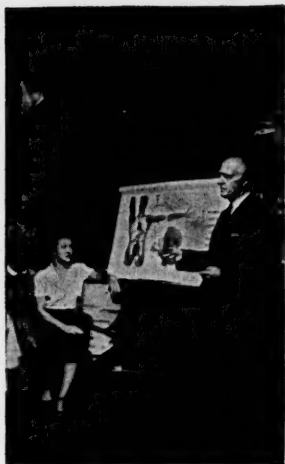
All popular serving pieces designed for standard food portions and easy stacking. In smart permanent colors.

For money saving ideas and the name of your nearest supplier, write to

Restraware

ERIE, PA.

APPLIED PLASTICS DIVISION • KEYSTONE BRASS WORKS



On the job!

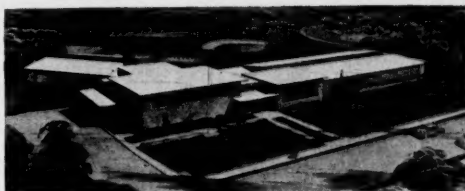
Our volunteer speakers are saving thousands of lives today . . . in factories and business offices . . . at neighborhood and civic centers . . . at social, fraternal and service group meetings all over this land . . . by showing people what they can do to protect themselves and their families against death from cancer.

To find out what you yourself can do about cancer, or if you want us to arrange a special educational program for your neighbors, fellow-workers or friends, just telephone the American Cancer Society office nearest you or address a letter to "Cancer," care of your local Post Office. One of our volunteer or staff workers will be on the job to help you.

*American
Cancer
Society*



THE A B C OF PROPER *Automatic* TEMPERATURE CONTROL



OAKRIDGE SCHOOL, ARLINGTON, VIRGINIA
ARCHITECTS: Allen J. Dickey & John Graham, Jr., Arlington, Va.
ENGINEER: A. Dee Counts, Washington, D.C.
HEATING CONTRACTOR: W. J. Baumbach, Inc., Arlington, Va.

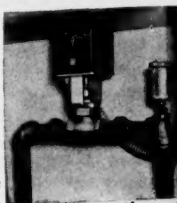
ALWAYS BARBER-COLMAN

This is *fundamental* with experienced heating and ventilating engineers: The A B C fact that Barber-Colman Controls are at the top of the roll-call.

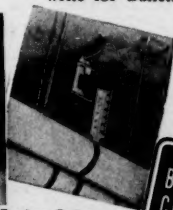
In the modern Oakridge School at Arlington, Virginia, Barber-Colman Controls were installed to provide a good, efficient heating and ventilating system with flexibility. Panels supply a steady, even flow of warmth with no drafts. Rooms are grouped by zones with a fan system in each zone to assure a constant flow of filtered, tempered air for ventilation and maximum comfort. Fans are shut down at night.

Water temperature, from the converter on the oil-fired steam boiler, is varied automatically by an outdoor reset thermostat. Individual room temperature is kept constant and over-runs avoided by use of anticipating thermostats and motor-operated valves. Since system supply water temperature varies with outdoor temperature, corridors are kept comfortable with minimum heat losses without use of valves and thermostats.

So, once again Barber-Colman Controls make possible a simple, cost-saving heating system. For detailed information on Barber-Colman Controls, write for Bulletin F-2287-3.



Above, Barber-Colman Motor-Operated Valve as installed on the hot water supply to each room.



Left, Barber-Colman Motor-Operated Valve on the steam supply to converter in the boiler room.



NATION-WIDE SALES AND ENGINEERING SERVICE

BARBER-COLMAN COMPANY

1241 ROCK STREET, ROCKFORD, ILLINOIS

What's New ...

Dry Chemical Extinguisher

Very light weight and maneuverability are features of the new stainless steel 20 and 30 pound capacity dry chemical fire extinguishers. The maneuverability of the new models permits the operator to reach the seat of the fire without any lost motion. The extinguisher is operated by finger tip control which shoots a chemical heat insulating cloud up to 20 feet, snuffing out flames on contact, even at long range. The chemical used in the new extinguisher produces 1100 times its volume in non-toxic, flame-killing gas. The new unit gives protection against class B and C fires and the company reports it is Underwriters' Laboratories approved. **The Buffalo Fire Appliance Corp., Dept. NS, Dayton 1, Ohio. (Key No. 326)**

recessed for better illumination and the machine can be adjusted to 5, 10 or 15 second showings of each picture. The machine can be started or stopped at any point with a remote control feature, after which it resumes continuous op-



Projectograph

A new self-contained, portable automatic film slide unit is being introduced. The new Projectograph is a low cost unit which shows colored or black and white 35 mm. films on a large built-in screen. The unit is simply plugged into an electric outlet and full color slide films of charts, diagrams and pictures can be shown without darkening the room. The 108 square inch screen is

eration. The handy Pic-Disk permits swift and easy change of film subjects. Cross ventilation prevents overheating of lamps.

The new Projectograph is contained in a luggage-type case of rugged construction. A special built-in compartment holds the cord and extra lamps and the screen is protected by a special protector. The unit weighs only 25 pounds and is easily portable. **Projectograph Corp., Dept. NS, Oshkosh, Wis. (Key No. 327)**

(Continued on page 176)

Rite-On-Green Paint

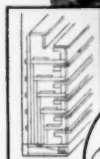
Slate-like writing surface qualities can be achieved on any clean, smooth and dry surface with the use of Rite-On-Green paint. The paint is easily applied by brush or spray, takes erasing well with an ordinary chalk eraser and can be washed clean without harm to the finish. Inexpensive writing boards can be made with the new Sapolin paint from masonite, plywood, wallboard or metal. One coat of the paint is sufficient on most surfaces although two coats give better results on porous surfaces. **Sapolin Paints Inc., Dept. NS, 229 E. 42nd St., New York 17. (Key No. 328)**

Roost-No-More

A new product is being introduced to help protect public buildings from roosting and nesting birds. Known as Roost-No-More, the product is easily applied with a standard caulking gun along ledges, ridges, and other areas where pigeons, starlings and other bird pests light or nest. The product does not wash off in rains and lasts about a year. Harmless to birds, Roost-No-More discourages return of the birds after the building has once been treated. **National Bird Control Laboratories, Dept. NS, 1035 W. Lake St., Chicago 7. (Key No. 329)**

Safely
SEAT YOUR
PUBLIC IN COMFORT

BERLIN
SEATING
ENGINEERS



COMPACT—When in closed position Berlin Ez-A-Way Bleachers permit the maximum floor space for gym classes, dances and other activities.

Ez-A-Way Bleachers are mounted on a tandem wheel arrangement. This assures added safety and ease in operation. The overall weight of a section is well distributed and not centralized in a small area. Wheels are full 4" hard rubber—and are changeable. The large wheel surface prevents floor damage and assists in ease of operation.

WRITE TODAY FOR COMPLETE DETAILS

BERLIN CHAPMAN co.
BERLIN · WISCONSIN

The Marion Memorial Coliseum is equipped throughout with Berlin Seating Equipment, both Portable and Ez-A-Way.

While absolute safety is the first factor in the manufacture of the Ez-A-Way Bleachers, economy is effected by mass production techniques developed in one of the largest fabrication plants in Wisconsin.

Meets school
lunch requirements
across the nation!



KEWANEE PRE-WASH!

These factors count most in the school lunch: **LOW COST . . . LARGE CAPACITY . . . SPACE-SAVING DESIGN . . . ABILITY TO MEET HEALTH DEPARTMENT REQUIREMENTS.** That's why the Kewanee Pre-Wash is preferred in schools throughout the country (representative names on request).

A big stride ahead of ordinary 3-tub units because it pre-washes with a **SPRAY!** Prevents carry-over of soil to washing compartment . . . then washes and rinse-sanitizes up to 3,000 dishes per hour. Also handles glasses, silver, pots and pans. Requires only 11 sq. ft. floor space. **HEATS ITS OWN WATER**—requires no booster.

THE LOW PRICES ARE A REVELATION . . . WRITE FOR FULL DETAILS

KEWANEE INDUSTRIAL WASHER CORP. KEWANEE ILLINOIS

making the right
choice is simple here



...but it's easy to go wrong in choosing floors



Minimum maintenance... and years of long life under all conditions, make Kentile the perfect floor for this colorfully gay and charming kindergarten.

THAT'S WHY IT PAYS TO CONSULT YOUR KENTILE FLOORING CONTRACTOR

CHOOSING the wrong floor for a particular room or area all too often results in excessive upkeep costs...frequent repairs or replacement. That's why it is economical as well as practical to call in the Kentile Flooring Contractor.

He is an expert with years of experience in selecting the one right floor for every flooring need...from heavy duty grease-proof flooring required for working areas to the dignified flooring best suited for offices.

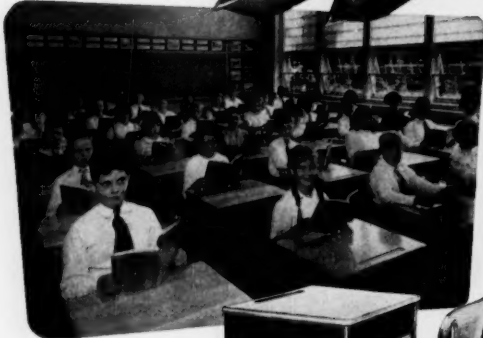
Whether your problem is new construction or remodeling of areas large or small, call in the Kentile Flooring Contractor and get the most for your flooring dollar. For his name look in your classified phone book under FLOORS or write Contract Division, Kentile, Inc., Brooklyn 15, N. Y. In Canada, at T. Eaton Co. Ltd.

KENTILE INC.

KENTILE • KENTILE RUBBER TILE
KENCORK • SPECIAL KENTILE

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*Your Pupils are
NOT
PEAS in a POD*



**BUT THEY CAN ALL
HAVE COMFORTABLE
POSTURE-CORRECT
SEATING with**



NORCOR

TUBULAR DESKS and CHAIRS

Because no two children are alike in build or stature, good sense dictates the choice of seating that's most adaptable to these differences. Norcor Tubular Desks and Chairs are built in an extensive range of sizes for just this important reason.

No troublesome mechanical adjustments are necessary. From pupil to pupil—within each room or an entire school—Norcor Tubular Desks and Chairs can be interchanged to fit individual requirements... certainly the easiest, most accurate way of providing your pupils with good seating!

Write today for free descriptive circular on Norcor Tubular Desks and Chairs



The **NORCOR** *Line*

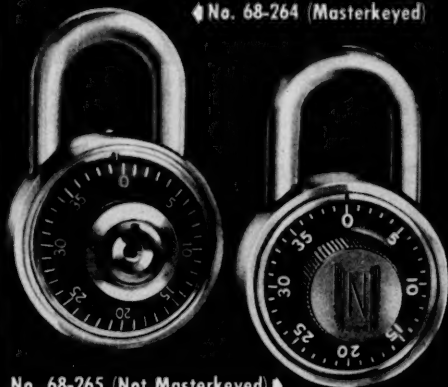
"Twenty Five Years of Good Seating"

NORCOR MANUFACTURING CO. • GREEN BAY • WISCONSIN



handsome twosome

◆ No. 68-264 (Masterkeyed)



No. 68-265 (Not Masterkeyed) ◆

extra-value NATIONAL LOCK Combination, Self-Locking SHACKLE LOCKS

Here are two excellent examples of beauty that's far more than skin deep. Both of these fine NATIONAL LOCKS are loaded with quality *all the way through*. Examine their features... the heavy-duty shackle, high visibility dial finished in black enamel with white gradations, their rugged double steel construction, and more. Write us on your school letterhead for Free sample shackle lock.

free record charts

You'll want National Lock's helpful record charts for orderly locker control. When you write, ask about the convenient leatherette binder for these charts, too.



NATIONAL LOCK COMPANY
ROCKFORD, ILLINOIS
LOCK DIVISION

**NOW USED IN HUNDREDS
OF SCHOOLS FROM
COAST TO COAST**



In-wall

**FOLDING TABLES & BENCHES SAVE SPACE
HELP IN CONTROLLING BUILDING COSTS!**

Accepted by school officials and architects across the country as a satisfactory and practical means of economizing in school construction. In-Wall units install flush with the wall of the activities room—roll out for lunch hour use. Eliminate the need for separate lunchroom and table and chair storage space. If you are not thoroughly familiar with the many advantages of this equipment let us send you our catalog.



Schieber Sales Company
21726 Burt Road
Detroit 23, Michigan

In Canada
La Salle Recreations Ltd.
945 Granville Street
Vancouver, B. C.



Easy to roll out from wall



Easy to roll back into wall

What's New ...

Product Literature

• A new informational folder, **Form 2R8132**, presenting features of the new Model "400" Senior and Junior 16 mm. motion picture projectors has been released by the RCA Visual Products Section, RCA Victor Div., Radio Corporation of America, Camden, N. J. The folder also includes complete information on projector and speaker combinations for various applications in both permanent and semi-permanent indoor and outdoor installations. (Key No. 330)

• How "Smooth Ceilings System of Flat Slab Construction" is used in building is discussed and illustrated in a folder recently issued by Smooth Ceilings System, 802 Metropolitan Life Bldg., Minneapolis 1, Minn. Information is given on advantages and economies as well as basis of design, and diagrammatic drawings and charts supplement the descriptive text. (Key No. 331)

• Proper construction for safe playgrounds is discussed in a new 8 page illustrated booklet recently released by American Bitumuls and Asphalt Co., 200 Bush St., San Francisco 4, Calif. The bulletin describes methods of construction of new playgrounds, resurfacing unsafe areas and improvement of existing playgrounds. (Key No. 332)

• A new catalog of **Peabody Seating** has just been released by The Peabody Seating Co., Inc., North Manchester, Ind. The 8 page booklet gives descriptive information on desk and seat units, tablet arm chairs, separate desk and chair units, pedestal tablet arm chairs, lifting lid desks, auditorium chairs, stadium chairs and tubular steel and wood folding chairs. General information on the design and construction of Peabody Plus Value seating is included. (Key No. 333)

• Two 15 minute **radio transcriptions** have been produced as a part of the overall program of the NEA Division of Press and Radio Relations, National Education Association, 1201 Sixteenth St. N. W., Washington 6, D. C. "Threshold" is the story of present methods of learning to read in first grade and "The Kindled-Spark" is an answer to criticism that schools are not teaching American history. They are designed for use over local radio stations. (Key No. 334)

• **Catalog L** released by Meierjohan-Wengler, 1102 W. 9th St., Cincinnati 3, Ohio, contains full information on ornamental lighting fixtures and lanterns. Hundreds of reproductions of ornamental lighting fixtures in bronze, wrought iron and aluminum are illustrated and full descriptive information is included. (Key No. 335)

(Continued on page 180)

• A new 12 page catalog is available from the Delta Power Tool Division, Rockwell Mfg. Co., 600 E. Vienna Ave., Milwaukee 1, Wis., describing the complete line of **Delta Multiplex Radial Arm Saws**. Complete specifications on all four models of radial arm saws are given in the catalog which also describes and illustrates the special accessories for the saws. (Key No. 336)

• Trucks designed for the varied handling problems in schools and colleges are illustrated and described in **Bulletin No. 51-HR** issued by Nutting Truck and Caster Co., Faribault, Minn. Included is information on shelf trucks, dish tray trucks, labor savers for the kitchen and scullery, service trucks, maintenance and service trucks and miscellaneous trucks, casters, wheels and bumpers. (Key No. 337)

• A revised **ABC Plan School-Lighting** booklet, B-4556-A, is available from Westinghouse Electric Corp., Box 2099, Pittsburgh 30, Pa. This 20 page booklet outlines six basic points that should be considered before buying a lighting system and applies these points to several problems typical to most schools. Data and sketches are provided for sample lighting layouts and photographs and descriptions of luminaires are included. (Key No. 338)



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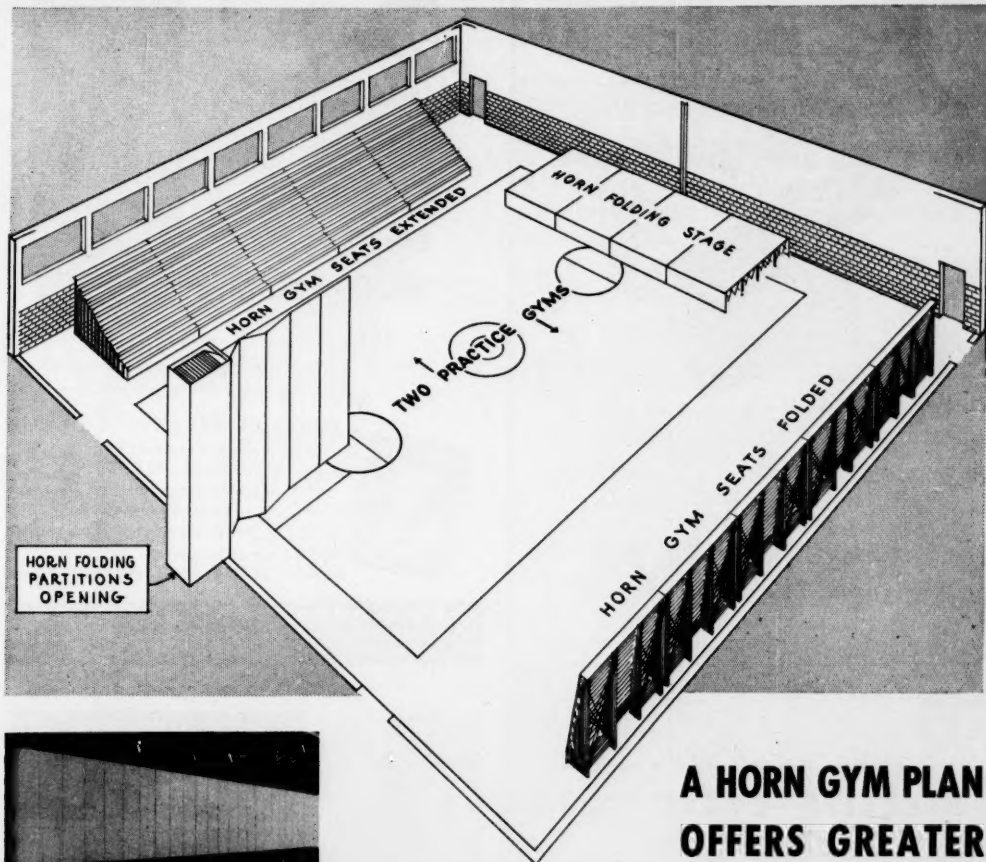
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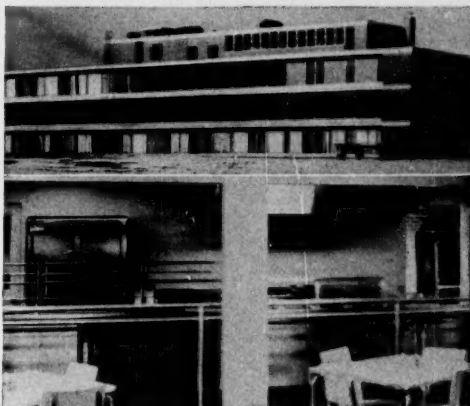
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Top Photo: Exterior view of Schoitz Memorial Hospital.

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What's New ...

• Helpful descriptive literature on the pre-induction film series produced by Coronet Films, Coronet Bldg., Chicago 1, is now available. This outstanding series, which is designed to help the student plan his life and make proper preparations for entering military service, was made with the assistance of leading educators and churchmen and in close consultation with executive officers of the National Education Association, U. S. Office of Education, American Council of Education, National Catholic Education Association and the National Vocational Guidance Association. The Department of Defense also assisted at all steps of script and production to assure technical accuracy. Entitled **"Are You Ready for Service?"** the 16 mm. sound motion picture series of pre-military orientation films consists of four groups of subjects totalling 14 films in all. (Key No. 339)

• The full line of laboratory microscopes, now known as Dynoptic Labrosopes, made by Bausch & Lomb Optical Co., Rochester 2, N. Y., is described and illustrated in **Catalog D-185** recently released. Special features of these microscopes are picked out in photographs as well as in word descriptions in the text. Each phase of the construction and operation is covered and a price list is attached. (Key No. 340)

• Photographs of college, school and hospital buildings using face brick are included in the 28 page catalog of **Stone Creek and Ava Face Brick** recently released by The Stone Creek Brick Co., Stone Creek, Ohio, and The Ava Brick Co., Ava, Ohio. Accurate full color reproductions of 21 of the straight shades and blends of face brick available from these companies and a series of photographs on exposed masonry interior walls, as well as pertinent data on bonds and mortars makes the catalog a helpful reference source. ((Key No. 341)

• A four page technical folder on **"Penetrating Protective Paints"** has been issued by The Wilbur & Williams Co., 130 Lincoln St., Boston 35, Mass. It is designed as a quick reference index for determining the most suitable coatings for rust prevention, chemical corrosion and dampness. (Key No. 342)

• **Bulletin No. A-102** gives descriptive information on the new Burgess-Manning Ceiling which incorporates radiant heating and cooling with acoustical control. The new bulletin, issued by the Architectural Products Division, Burgess-Manning Co., 5970 Northwest Highway, Chicago 31, describes the features of this different ceiling and explains the principles of radiant heating, the ceiling components, its performance, typical specifications, installation data, applications and other details. (Key No. 343)

• **"Audioscripts 1951"** is a collection of 12 complete non-royalty radio scripts selected from prize-winning entries for 1951. All scripts are complete and unabridged, including sound cues and other information necessary for dramatization, and are included in a 60 page booklet available at \$1 through Audio Devices, Inc., 444 Madison Ave., New York 22. (Key No. 344)

• Detailed information on the **Fisher Laboratory Glassware Washer** is furnished in a booklet published by Fisher Scientific Co., 717 Forbes, Pittsburgh 19, Pa. How this new washer solves the problem of washing laboratory glassware is discussed and various phases of its operation are illustrated. The booklet is plastic bound to lie flat when open. (Key No. 345)

• **"The Answer to Your Floor Maintenance Problems"** is the title of a two-color, six page folder which graphically presents the line of floor machines and attachments offered by Multi-Clean Products, Inc., 2277 Ford Pkwy., St. Paul 1, Minn. It presents helpful information on the Multi-Clean method of floor care for hospitals, schools, colleges and other institutions. (Key No. 346)

Methods Manuals

Standard court markings for basketball, volley ball and every other gym activity are shown in the new **Hillyard Gym Marking Chart** available from Hillyard Chemical Co., St. Joseph, Mo. Planned as a practical work-guide, the folder is 8½ by 11 inches in size, for easy filing, and the cover is an actual blueprint design of a gymnasium with standard court markings scaled to size for quick reference. The inside of the folder gives information on tools required, diagrammed method of installing backboards, simple directions for relining an old court and specifications for finishing new or old floors. (Key No. 347)

Four articles on the **"Control of Micro-organism Populations"** have been made available in a booklet published by Wyandotte Chemicals Corp., Wyandotte, Mich. Written by Alfred L. Sotier of Wyandotte Chemicals Research Department, the Booklet, known as Form 1292, carries information on natural and man-made agencies which control organisms, chlorine germicides, quaternary ammonium germicides and detergent-sanitizers. (Key No. 348)

A new pocket-size 8 page booklet on **"The Facts About Prefinished Wallpanels"** is being offered by the Prefinished Wallpanel Council, Keith Bldg., Cleveland 15, Ohio. The booklet is designed to answer briefly a number of questions most frequently asked about this permanent, smooth-surfaced covering for walls and ceilings. (Key No. 349)

The Sixth Edition of the dishwashing manual prepared by Economics Laboratory, Inc., 914 Guardian Bldg., St. Paul 1, Minn., is now available. Entitled **"Dishwashing Dividends, the Way to Better Dishwashing,"** the comprehensive manual covers every phase of dish handling with each step covered by both text and illustration. The data included also cover maintenance of the dish pantry, care of dishwashing machines, and give information on various types of dishwashing machines. Also available from Economics Laboratory, Inc. is a motion picture, **"Dishwashing Dividends,"** presenting the same information visually, in color, and audibly. (Key No. 350)

Educators Progress Service, Randolph, Wis., announces the Third Annual Edition of the **Educators Guide to Free Slidefilms**. The booklet is available at \$3 per copy. Also off the press is the new Eighth Annual Edition of the **Elementary Teachers Guide to Free Curriculum Materials**. This booklet sells at \$4.50 per copy. (Key No. 351)

Film Releases

"Morning Star," color, sound, 35 minutes, story of sheep herding. **Encyclopaedia Britannica Films Inc., Dept. NS, Wilmette, Ill.** (Key No. 352)

"How to Lessen Chances of Injury from an Atomic Explosion," color filmstrip, 45 captioned frames, for elementary grades, to teach pupils what to do to protect themselves against injury caused by atomic bombing. This timely film dramatizes situations at school where a child would most likely be during an atomic bomb alarm test or actual attack. **Society for Visual Education, Inc., Dept. NS, 1345 Diversey Pkwy., Chicago 14.** (Key No. 353)

"Grooming for Girls Series," 6 filmstrips on "You and Your Grooming," "Your Hair," "Your Face," "Your Hands and Feet," "Your Clothing," and "Your Figure." **"Great Explorers Series Set No. 1,"** 6 filmstrips in color on Marco Polo, Hernando Cortez, Jacques Marquette, Ferdinand Magellan, John Cabot and Lewis and Clark. **"Two Little Raccoons,"** 1 reel, sound, motion picture. **"Geography of Australia,"** 1 reel, sound, motion picture. **"Learning to Swim,"** 1 reel, sound, motion picture. **Young America Films, Inc., Dept. NS, 18 E. 41st St., New York 17.** (Key No. 354)

Supplier's News

Pittsburgh-Des Moines Steel Company, Pittsburgh 25, Pa., manufacturer of grandstands, announces the opening of a new eastern sales office at **1060 Broad St., Newark, N. J.,** to replace the office formerly located at 270 Broadway, New York.

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